

SELF-EFFICACY STRATEGIES USED BY BANGLADESHI STUDENTS STUDYING IN NATIVE ENGLISH-SPEAKING COUNTRIES

By

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the requirements for the degree of
Master of Arts in English

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Declaration

It is hereby declared that

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

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Ethics Statement

The researcher conducted this study maintaining all the ethical principles and guidelines provided by the university. The study was designed and carried out to maintain honesty, integrity, and uniqueness while safeguarding the privacy, dignity and welfare of the participants. Specific objectives of the study were initially withheld from the participants to minimize response bias but were gradually disclosed during the interview. Before the interviews commenced, the participants were given a written consent form which highlighted the purpose of the study, procedure involved, potential risks and their rights as participants. As voluntary participation was emphasized, participants were notified that they could retract at any stage.

To protect participants' identities, pseudonyms were assigned and any details that could potentially reveal their identity were either anonymized or generalized without hampering the result outcomes. All the collected data including audio recordings, transcriptions, and consent forms are secured and only accessible to the researcher and are scheduled for secure deletion thereafter. To minimize the possibility of emotional or psychological discomfort, interview questions were phrased with sensitivity, and participants were given option to skip any question if they felt uncomfortable answering them.

The researcher also remained mindful of personal positionality to prevent any undue influence on participants' responses.

Thus, ethical principles were maintained at every stage of the research process to uphold the rights, autonomy, and wellbeing of all participants while simultaneously reinforcing the trustworthiness and credibility of the study.

Abstract

In today's globalised world, people often migrate from one country to another for various purposes. Corresponding to this globalisation, non-native English speakers like Bangladeshies also migrate to native English-speaking contexts. This study explores the difficulties that Bangladeshi students face in communicative aspects while studying in a native English context abroad and how they overcome it through their self-efficacy. The study adopted a qualitative phenomenological approach where the researcher used snowball sampling to select ten Bangladeshi international students who are living in native English-speaking countries. The participants were asked to share their journey of transitioning from non-native English-speaking context to native English-speaking context through a semi-structured interview. The thematic analysis of the interview transcriptions reveals that in the first few days or months of transitioning to native English-speaking context, the non-native English-speaking Bangladeshi students struggle not only to comprehend native and other English accents but also to communicate fluently. However, they adapt to the native English-speaking context gradually by using their self-efficacy strategies like practicing English with the natives, being exposed to native English multimedia, motivating own self to continue communication and so on. The results suggest curriculum and policy reforms so that students can practice spoken English academically without being afraid of any judgmental environment. The research contributes to understand the challenges that Bangladeshi students face in terms of communication while studying abroad and the importance of self-efficacy strategies to fight the challenges to cope in the native English-speaking context.

Keywords: Self-efficacy, Native English, Non-native English, Communication

Dedication

My parents and my sister, who dedicated their life to see me succeed.

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I would like to thank the Greatest Almighty for making me able to achieve one of my goals- pursuing a master's degree and making easy the rough road full of thorns. Secondly, I would like to thank my parents for their contribution to my whole life and sacrificing their easy life for me.

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List of Acronyms

CLT	Communicative Language Teaching
EFL	English as Foreign Language
EMI	English Medium Instruction
ENL	English as Native Language
ESL	English as Second Language
ESOL	English for the Speakers of Other Language

Chapter 1

Introduction

1.1 Background of the Study

In today's globalised world, people often migrate from one country to another for studying, travelling, jobs, treatment or other purpose. According to UNESCO Institute for statistics ([2024](#)), there are now over 6.4 million international students studying outside their home countries. Among the vast number of international students, the majority move from non-native English-speaking countries to native English-speaking countries like the United States, the United Kingdom, Canada, and Australia ([OECD, 2023](#); [UNESCO, 2024](#)). For these students, transitioning from non-native English-speaking context to native English-speaking context involves more than just linguistic adaptation as it also requires significant amount of socio-cultural, academic, and psychological adjustments ([Heng, 2018](#); [Zhai & Razali, 2022](#)). Studies show that international students face difficulties in oral communication, listening comprehension and academic writing, especially when faced with fast-paced speech, unfamiliar idioms, or culturally specific references ([Andrade, 2006](#); [Nam, 2018](#)). Research shows that these challenges often stem from limited exposure to authentic communicative situations in non-native English-speaking countries, where English instructions tend to emphasise grammar, reading and exam performance over interactive fluency ([Leung & Yu, 2020](#)).

These challenges are also faced by Asian students while learning English in their own country or while studying abroad. Studies show that they often do not understand which verb form to use, which vocabulary to express their feelings while speaking in English even after studying English in their home country ([Ngoc & Mai, 2020](#)). Asian students also reported difficulty in understanding native English speakers' accent, speech pace, idiomatic language and classroom interaction norms while studying abroad ([Nam, 2018](#)). Another study shows that Asian and

African postgraduate students studying in Europe not only face communication difficulties, but also academic drawbacks like not understanding English language in terms of content, lesson topic or academic writing ([Shamsi & Osam, 2022](#)). Therefore, non-native English speakers often face difficulties while using English.

As it is evident that non-native English speakers face difficulties irrespective of the country or context they are in while using English, it is important to know what difficulties they face while communicating in a native English-speaking context and what self-efficacy strategies do they use to adapt in the native English-speaking context.

1.2 Communicative Competence Shaping Self-efficacy in English Speaking Context

Communicating in any language requires communicative competence. Communicative competence is not just focused on speaker's grammatical understanding; it also requires the competence to use language appropriately in different social and cultural contexts. In other words, communicative competence refers to the ability to form correct sentences and use them effectively and appropriately in real-life communication ([Hymes, 1972](#)). Canale and Swain ([1980](#)) later expanded this concept into four key components- grammatical competence which is knowledge of syntax, vocabulary and phonology; sociolinguistic competence which means understanding social norms and cultural context; discourse competence which is the ability to create coherent spoken or written texts; and lastly, strategic competence which means use of strategies to overcome communication breakdowns. So, anyone lacking any of the four competences would fail to communicate meaningfully. Consequently, this might affect their self-efficacy as it is shaped by personal failures or achievements ([Raoofi, 2012](#)).

Now, in case of non-native English-speaking international students, communicative competence plays even more crucial role because when they transition to native English-speaking countries like the USA, UK, or Canada; they must adapt not only linguistically but

also socioculturally. Without sufficient communicative competence, students may struggle to express themselves clearly or interpret others' intentions accurately or adjust their speech according to the situational norms; and this can lead to academic challenges, feelings of isolation and anxiety in social situations ([Yan & Berlin, 2011](#)). These negative experiences can lead to lowering self-efficacy as self-efficacy is shaped by performance accomplishments or failure and experiences ([Bandura, 1977](#)).

Moreover, a recent study by Karmaker & Al Hasan ([2025](#)) reports that, Bangladeshi graduate students' communicative competence plays a vital task in shaping their academic excellence. Even if they study in their home country, lack of communication competence may deficit their speaking and writing skills which may cause poor results in academic tasks such as essay writing, presentations, and research communication. Although most of the Bangladeshi universities have adopted English medium instruction, students' average proficiency in spoken English is roughly equivalent to an IELTS band 5 ([Islam & Stapa, 2021](#)). This is insufficient communicative competence for native English-speaking contexts. So, when Bangladeshi students transition from a non-native English-speaking context to native English-speaking context, they frequently fail to understand native English or communicate with native English speakers as communicative competence is context depended. Similar to communicative competence, self-efficacy in language learning or usage is influenced by context, and again, self-efficacy shapes users' language proficiency ([Genç et al., 2016](#); [Raoofi, 2012](#)). Hence, having all four communicative competences besides self-efficacy is crucial in transitioning from non-native English-speaking context to native English-speaking context.

1.3 Statement of the Problem

In today's progressively more globalised world, English has emerged as the predominant medium of academic, professional and intercultural communication. For non-native English speakers in particular, participation in international higher education, transnational work

environments and scholarly networks often demands not only linguistic competence but also confidence, adaptability, and the capacity to negotiate unfamiliar communicative contexts. A study by Martirosyan et al. ([2015](#)) has found that learners who have studied in non-native English speaking context, face a significantly different set of demands while communicating in native English context; such as the need for socio-pragmatic competence beyond grammatical correctness, participation in group discussions, spontaneous interaction in English with native speakers, and comprehension of speech filled with idioms and regional accents. Because of all these international students perceive it to be difficult to adjust to the academic and communicative demands; as a result, students show poor academic performance because of restricted social integration and low English language proficiency. Research by Alali ([2019](#)) shows that European non-native English speakers face difficulty when communicating in English with native English speakers and other non-native English speakers who use English as a lingua franca. Another study by Wang & Yang ([2018](#)) shows that learners in many Asian countries get limited opportunities for authentic spoken English interaction. Consequently, when these non-native English speakers move to English-speaking countries for higher education or professional purposes, they frequently report challenges in understanding native accents, engaging in group discussions, and expressing complex ideas fluently. All these hampers not only their self-esteem, but also their self-efficacy.

Following the pattern of facing difficulty in adopting the native English, Bangladeshi students also go through hurdles. Many students think that language is a significant barrier while studying abroad because of unfamiliar native accent and lexicons ([Mahmud & Munim, 2024](#)). Some students also find the native English communication strategies being formal and friendly at the same time like speaking formally with strangers while smiling; and this makes communication harder in native English-speaking context ([Mariam, 2023](#)). Although Bangladeshi students learn English from the very beginning of their education as a compulsory

subject, students' communicative competence is not sharpened through education as English education in Bangladesh remains exam-oriented, emphasise rote memorising, grammar translation and written proficiency ([Rahman & Pandian, 2018](#)). As a result, many Bangladeshi students have a limited command of spoken English as they lack the exposure to authentic communicative situations. So, when they transition to native English-speaking contexts for higher education, or other purposes; they often face significant linguistic and psychological barriers. These barriers include problems in comprehending native accents, cultural misunderstandings in communication, deprivation of confidence in speaking, and fear in making mistakes to blend in with others ([Kabir, 2014](#); [Rahmi, 2024](#)). These barriers not only affect their academic performance but also their social adjustment and sense of belonging in the new foreign settings.

Again, Bangladesh is a non-native English-speaking country. So, students studying abroad has to go through a drastic change of transitioning from non-native English to native English-speaking context. Although there are various studies that show students face communicative barriers while studying abroad, there is no significant study on what communicative challenges students face and what self-efficacy strategies do they adopt to overcome the challenge.

Current academic literatures show that most of the studies related to non-native English speakers have faced pedagogical challenges in native English-speaking context. Few studies have explored the ways students adapt in a new culture of a native English-speaking culture to communicate. Therefore, there is a gap in the literature regarding the challenges non-native English speakers face while communicating in native English-speaking context while studying and how do they adapt and communicate in the new society. Unless we know what challenges Bangladeshi non-native English-speaking students face while adapting in a native English-speaking context, we would not be able to know the self-efficacy strategies they employ to transition from non-native English to native English-speaking contexts. Thus, this study

intends to discover whether the challenges faced by Bangladeshi non-native English speakers affect their self-efficacy and what self-efficacy strategies do they employ to transition from non-native English to native English-speaking contexts abroad.

1.4 Central Research Objectives

The central research objective of this study is to find the challenges that the Bangladeshi students studying abroad face while communicating in a native English-speaking context. Another key objective of this study is to find out the self-efficacy strategies that the students employ to adapt to the new society and communicate with others in a native speaking context.

1.5 Research Questions

The following research questions have been formulated to achieve the purpose of the research:

1. What challenges do Bangladeshi students face while transitioning from non-native English-speaking context to native English-speaking context in terms of communication?
2. What self-efficacy strategies do Bangladeshi students employ to adapt and communicate in the new society?

1.6 Scope of the Study

The study explores the difficulties that Bangladeshi students face in communicative aspects while studying in a native English context abroad and how they overcome it through their self-efficacy. There has been limited study on this aspect of communicative shift from non-native English-speaking context to native English-speaking context that the study intends to investigate. Even though this study is set for Bangladeshi non-native English-speaking

students, its scope is expansive because the research design can be implemented in academic or professional English-speaking course irrespective of nativeness.

The participants of this study were Bangladeshi international students currently studying in a native speaking countries like UK, USA and Australia. The researcher chose this group of participants because they wanted to include students who have completed their prior education in English as second Language (ESL) contexts and now studying in English as native Language (ENL) context. The reason for choosing these students as participants is that the scholarly literature has emphasised on the barriers that international students face while transitioning from English as foreign language (EFL) context to English as native language context. It is important to see what challenges non-native English speaking students face while transitioning from ESL context to ENL context and how they adapt using self-efficacy.

1.7 Limitations of the Study

This study is constrained to a narrow sample of Bangladeshi International students residing in specific native English-speaking countries like Australia, USA, Canada and UK. Thus, the result would not be applied to all native English-speaking countries and other non-native English-speaking International students. The research primarily relies on interviews which can be affected by recall bias and Hawthorne effect. Moreover, the researcher's analytical interpretation of communicative challenges and adaptation in different sociolinguistic contexts is therefore prone to confirmation bias and reporting bias. Lastly, although this study targets tertiary level Bangladeshi students who have completed at least Higher Secondary from Bangladesh irrespective of medium of instruction, while conducting the interview the researcher came to know that English medium school students in Bangladesh are more fluent in English as they have "No Bangla" policy in classrooms which can later influence their experience abroad.

1.8 Significance of the Study

There are some research exploring English communicative competence of tertiary international students focusing on their adaptation of intercultural communication; however, a significant gap exists in the literature regarding challenges faced by non-native English-speaking students while transitioning from non-native English-speaking context to native-English speaking context and what strategies do they employ to boost their self-efficacy to adapt into new communicative environment. Since this issue is not much studied in Bangladeshi context, this study replenishes this gap of knowledge by underlining the communicative challenges that Bangladeshi students face while transitioning to native English-speaking context and highlighting the self-efficacy strategies they use to overcome these challenges.

As all the participants of this study were speakers of English of Other Languages, this study is useful for spoken English classes or academic English language classes in ESOL countries as well any other countries. Additionally, the study showed that the academic English language teaching till higher secondary in Bangladesh seemed to overlook the importance of communicative competence and ignored CLT or other teaching methods that help to improve students' speaking skill or communicative competence, which impacted students' self-efficacy in English speaking. Moreover, due to globalization, more non-native English speakers are moving to native English-speaking country, this study would help them to understand the situations that they may face while transitioning to native English-speaking context. Lastly, self-efficacy strategy is now a popular emergent topic which is not so well studied, this study would bridge the gap of knowledge by sharing its valuable findings and research approach.

1.9 Definition of Key Terms

EFL: English as a Foreign Language (EFL): According to Cambridge Dictionary ([n.d](#)), in context of teaching English to students whose first language is not English, EFL refers to English as Foreign language. EFL countries have little to no exposure or usage of English

language in social life ([Jenkins, 2024](#)). Some examples of EFL contexts are- Korea, Japan, China, Russia, Finland, Sweden, Zimbabwe etc.

ENL: English as a Native Language (ENL): English as a native language context refers to the native English-speaking countries who learn English as their first language ([Bloomfield, 1933](#)). Usually, the USA, the UK, Canada, Australia and New Zealand are considered as ENL countries ([Jenkins, 2024](#)). In these countries, English is not only their mother tongue, but also the official language.

ESOL: English for Speakers of Other Languages (ESOL): According to the Cambridge English Dictionary ([n.d](#)), ESOL is the abbreviation for English for Speakers of Other Languages. In the field of English language teaching, ESOL students live in a country where English is either a first or second language, but they do not speak it as their first language and are being taught the language alongside their mother tongue or first language. for example, in Bangladesh, India, Thailand and many other countries speak their native tongues but in formal educational settings, English is used as a foreign or second language ([Ahmed, 2018](#)). The participants of this study are Bangladeshi native Bengali speakers and learned English as second language.

Chapter 2

Review of Relevant Literature

2.1 Introduction

The primary focus of this study is to explore the transitioning process of Bangladeshi students' use of English in non-native speaking context to native speaking context. This chapter hence discusses relevant theories and scholarly works related to communicating in native and non-native speaking contexts. The chapter also aims at locating gap in the literature regarding the challenges Bangladeshi students face while transitioning from non-native English-speaking context to native English-speaking context and highlight the significance for filling the gap. The chapter is divided into three parts as follows:

Part1: English language communication and self-efficacy strategies

Part2: Native and non-native English-speaking contexts

Part3: Bangladeshi English-speaking context

2.2 Part1: English Language Communication and Self-efficacy Strategies

2.2.1 The Concept of Self-Efficacy

Communication in any language requires both communication competence ([Canale & Swain, 1980](#); [Hymes, 1972](#)) and self-efficacy ([Bandura, 1977](#)). The concept of self-efficacy has emerged from the work of Albert Bandura ([1977](#)) which is central to his social-cognitive theory of human agency ([Pajares, 2002](#)). Self-efficacy refers to an individual's belief in their capacity to organise and execute the course of action which is required to conquer designated types of performance. ([Withy, 2019](#)). This belief in one's ability to act successfully influences how much effort they would give to the attempting work, how long they will persist in difficulties,

and how they will feel and think in the process ([Cherry, 2026](#)). In short, their belief in their ability determines how well they can do the work.

In educational settings, self-efficacy offers an explanatory lens to understand students' approach towards learning, how they respond to obstacles and how they regulate their own learning behaviours ([Hoose, 2020](#)). Additionally, Self efficacy is domain specific and task specific ([Artino Jr., 2012](#)) meaning it is not a general belief across all domains, rather it is a judgement about one's capability to perform particular type of action under specific conditions. For example, one might have high self-efficiency for their reading comprehension, but low self-efficiency for essay writing. Hence, Bandura ([1977](#)) emphasised that, beliefs about capability are more predictive of behaviour and performance than underlying skills alone ([Artino Jr., 2012](#)) because one might have great skill of doing a work, but low self-efficacy, the outcome might not be as great as expected.

In summary, the concept of self-efficacy positions learners as active agents whose beliefs about their capabilities shape their motivation, learning behaviour, and ultimately the outcomes. Given its predictive power in educational research, self-efficacy is a significant concept for exploring English language use in academic context among Bangladeshi university students living abroad.

2.2.2 Features of Self-efficacy in Learning

Several key features characterise self-efficiency in learning contexts. First, self-efficiency beliefs are future oriented ([Lopez-Garrido, 2023](#)) as it concerns judgements about what one can do, rather than what one has done or what one wishes to do. Hence, Bandura ([1977](#)) emphasised prospective situations in defining self-efficacy (as cited in [Lopez-Garrido, 2023](#)). Secondly, self-efficiency is influenced by behavioural, cognitive, and environmental factors and interacts with them in a triangular or reciprocal manner staying consistent with social-

cognitive theory's notion of reciprocal determination ([Pajares, 2002](#)). The cycle goes like this- personal beliefs influence behaviour, behaviour influences environment and environment influences beliefs ([Pajares, 2002](#)). Thirdly, self-efficacy is malleable and is subjected to enhancement through various sources of influence ([Lopez-Garrido, 2023](#)). Bandura ([1977](#)) has identified four major sources that shape efficacy, and they are: Mastery experience, vicarious experience, verbal persuasion and emotional arousal. The 'mastery experience' is one's recollection of previous accomplishments in similar tasks ([Benton, 2014](#)) and 'vicarious experience' is seeing or hearing about the accomplishments of others ([Waddington, 2023](#)). 'Verbal Persuasion' is the feedback provided by others ([Benton, 2014](#)). and emotional arousal is one's own psychological state at the time such as mood, stress levels, anxiety, nervousness and so on which is s interpretation of information derived through their own senses ([Waddington, 2023](#)) Recent studies have showed that one's ability to regulate their intrinsic psychological factors like anxiety, embarrassment, self-motivation is related to the level of their self-efficacy ([Mills et al., 2006](#); [Trpcevska, 2017](#)). Another feature of self-efficacy is that it has influence on choice, effort, persistence and resilience. Learners with higher self-efficacy tend to choose more challenging tasks, persist longer under difficulties and recover more quickly from setbacks; whereas learners with low self-efficacy may avoid tasks, give up early or view difficulties as undefeatable obstacles ([Withy, 2019](#)). Lastly, self-efficacy is not the same as self-esteem or self-confidence. Cherry ([2026](#)) highlights this distinction by saying that self-efficacy is about belief in one's ability to execute necessary actions to reach a goal. However, people having low confidence tend to have low self-efficacy, and confident people have high self-efficacy ([Bandura, 1994](#)). This means there's a fine line between confidence and self-efficacy, but they are co-related.

2.2.3 Self-efficacy in Language Learning

In the context of second language or foreign language learning, self-efficacy has received increasing amount of attention as a significant variable that influences learners' strategies, motivation, persistence and achievement. Several empirical studies found its positive relationship with second language learning ([Goetze & Driver, 2022](#)). In case of English learning in EFL settings, the learners with higher self-efficacy believe more in their English learning capability and tend to engage more in learning strategies, persist longer while faced difficulty and achieve better outcomes ([Genç et al., 2016](#); [Withy, 2019](#)). Moreover, self-efficacy in language learning is influenced by context, tasks and instructional environment ([Genç et al., 2016](#); [Raoofi, 2012](#), [Sumarsono & Mbato, 2021](#)). Raoofi ([2012](#)) also noted that task type, feedback, learners' previous success or failures, and socio-cultural variables all these affect second language self-efficacy. In this regard, learners' English communication in both EFL or ENL context is influenced by learners' willingness to communicate, participation in speaking tasks, use of communicative strategies and readiness to engage in authentic interaction. All these again, are shaped by learners' self-efficacy.

2.3 Part 2: Native and Non-native English-Speaking Contexts

2.3.1 Concept of Native and Non-native English-Speakers

Amongst the various versions of English, the prominent distinctions are native English and non-native English. Kachru ([1985](#)) has established a model for understanding the global spread of English, highlighting the distinctions between Inner Circle, Outer Circle, and Expanding Circle Englishes. The countries which are native English speakers, fall under the inner circle e.g. America, Canada, Australia, the United Kingdom, etc. The countries which have institutionalised the use of English but their mother tongue may or may not be English, fall under the outer Circle. Most of the countries of the outer circle were formerly colonised by the

British empire. Examples of some countries of the outer circle are Bangladesh, India, Ghana, Nigeria, Singapore, etc. the expanding circle consists of the countries that use English as a foreign language. These countries have little to no exposure or usage of English language in social life. Some examples of expanding circle countries are- Korea, Japan, China, Russia, Finland, Sweden, Zimbabwe etc. The inner circle is considered as the native English-speaking context and, Outer circle or Expanding circles are usually considered as non-native English-speaking contexts ([Jenkins, 2024](#)).

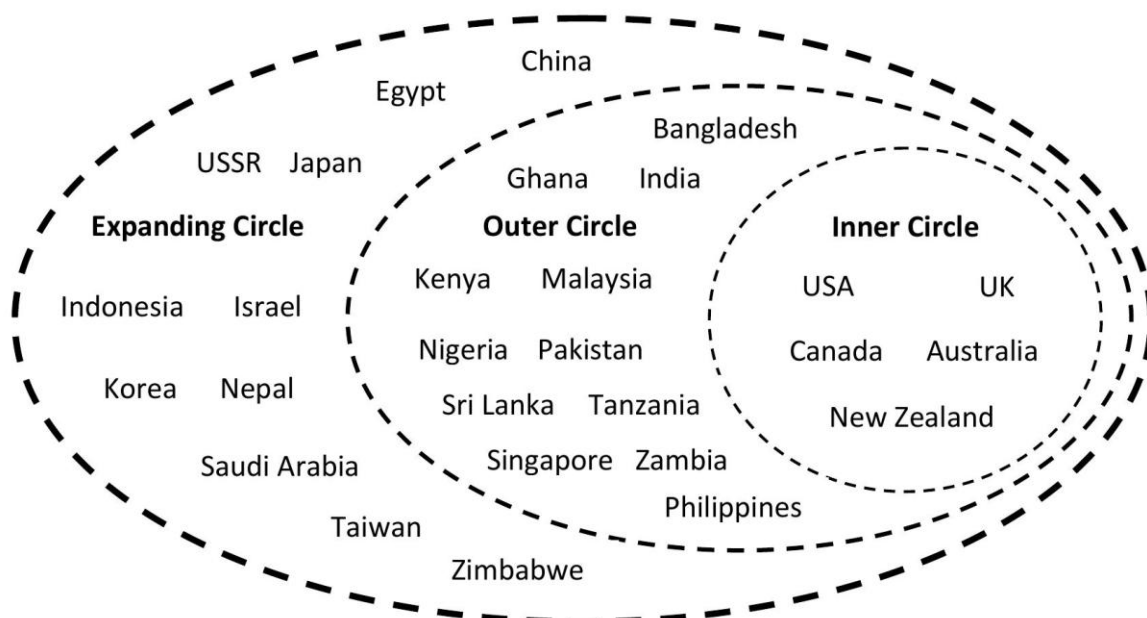


Figure 1

Figure 1: Kachru's Three Circle of English Model

Kachru ([1985](#)) referred the English speakers of the inner circle as native English speakers. However, traditionally a native speaker of a language is a person who learns to speak the language as a first language ([Bloomfield, 1933](#)). So, native English speakers are those who learn English as their first language irrespective of the place they reside in ([Benmamoun, 2021](#); [Bloomfield, 1933](#)). On the other hand, people who learn English as their second language or as

a foreign language are non-native speakers of English ([Deng et al., 2023](#)). Non-native English speakers are an extremely heterogeneous group consisting of beginners who are not much proficient in the language, to fluent bilinguals ([Baker, 2012](#)). Non-native English speakers may reside in countries that fall under Kachru's ([1985](#)) outer circle or expanding circle; or they may reside in the countries that fall under the inner circle due to migration ([Crystal, 2003](#)).

However, Native English-speakers (NES) and non-native English-speakers (NNES) display distinct linguistic, cognitive, and interactional features which have different implications for language teaching, assessment and communication. A study executed by Ge et al. ([2021](#)) shows that the native English speakers tend to have fluency in English prosody, intuition for idiomatic expressions, and spontaneous use of English, whereas non-native English speakers often demonstrate different patterns of sentence production, processing and interaction. This study also found that non-native English speakers face greater difficulty in integrating multiple levels of linguistic information to resolve ambiguities of English language. In another study Mancilla et al., ([2015](#)) compared native and non-native English-speaking graduate students in an asynchronous online discussion and found that native English speakers used more subordination and less coordination compared to non-natives; and non-natives relied more on coordination and phrasal sophistication rather than subordination. This indicates that native English speakers often develop a wide range of syntactic rules whereas non-native English speakers may rely less on complex structures or strategies to reduce cognitive load. In conclusion, native English speakers and non-native English speakers not only have distinct speaking features, but also written and metalinguistic features.

2.3.2 Challenges faced by non-native English speakers

Non-native English speakers face many hurdles to speak fluently, and this causes non-native English speakers to face challenges while engaging in real-life communication. Non-native speakers' English-speaking performance often depends on the peer they have as their opportunity

to use English with each other depends on the peer they have and peer pressure and feedback can also motivate or demotivate them to learn the language in a better way which ultimately affects their communicative competence ([Sonia & Suharjono, 2026](#)). Many non-native speakers cannot pronounce English words correctly, because of the influence of their mother tongue ([Selinker, 1972](#)). This influence of their mother tongue also interferes in their lexical choice, syntactic structure, accent etc. and this happens not only in their speaking, but also in academic writing ([Li, 2024](#)). Many international students who study in native English-speaking context finds it challenging to understand studies and contents in English ([Shamsi & Osam, 2022](#)). As English is used in the tertiary level education most of the time, it requires additional time and cost for students to translate it. These additional burdens often affect non-native English-speaking students and may cause anxiety, identity crisis, diminished perceived credibility ([Tananuraksakul, 2011](#); [Li, 2024](#)). Consequently, facing all these hurdles in communication, non-native English speakers often lag behind in their studies.

Besides the academic context, non-native English speakers face challenges also in real -life communication or professional contexts. A study by Lee & Baese-Berk ([2021](#)) on non-native English speakers found that where English is used in multinational teams, meetings or with native English-speaking clients, non-native English speakers may struggle with comprehension and rapid adaptation to diverse accents, idioms and speech rates. This might cause intercultural misunderstandings especially non-native English speakers from high context cultures adjusting to low context communication environments, as high context cultures rely heavily on indirectness ([Broeder, 2021](#)), shared background knowledge, and implicit meaning; whereas low context cultures conveys direct and explicit meanings of a message ([Hall, 1976](#)). In job settings, this may bring difficulties in oral presentation, negotiation meetings, teleconferences or cross-cultural team works where non-native English speakers may feel less credible or face implicit bias ([Taguchi & Ishihara, 2018](#)). Not to mention, non-native English speakers may

experience discrimination, unequal opportunities or biased evaluations based on accent, nativeness or perceived fluency; and face the prejudice of being considered inferior because of their accent or non-native status. ([Thuy, 2025](#)). This negative feeling can lead to having low self-efficacy, and low self-efficacy can stop them from doing better in intercultural communication, and this can again cause self-doubt leading to diminish self-efficacy; thus, the cycle goes on ([Bandura, 1977](#)). So, sociocultural challenges make it hard for non-native English speakers to transition from non-native English-speaking context to native English-speaking context while keeping their self-efficacy intact.

2.3.3 Intercultural communication among non-native speakers

Due to globalisation, many non-native English speakers visit or live in native English-speaking countries or other non-native English-speaking countries. As English is now the global language used as lingua franca, non-native English speakers communicate with other non-native English speakers in English when neither of them knows each other's language. This phenomenon can be called intercultural communication. Intercultural communication within higher education is increasing rapidly as universities are now internationalised ([Cai & Marangell, 2022](#)). According to Croucher et. al ([2015](#)), intercultural communication is the communication between individuals from different national cultures. Intercultural communication is not merely linguistic as it is derived from differing cultural frames like norms for classroom participation, expectations about hierarchy and authority, norms for criticism, nonverbal behaviours and the ways knowledge is constructed and validated ([Croucher et al., 2015](#)). Pedagogically, effective intercultural practice in academia requires both structural and micro-level approaches like curriculum design that valorises multilingual resources, classroom strategies that helps to scaffold participation, and institutional policies that support intercultural training for faculty members ([Leung & Bu, 2020](#)). Although the intercultural communication happens among speakers of various languages, the language they use to communicate or to do

other academic works, is English ([Cai & Marangell, 2022](#)). Studies has showed that students do not view native speakers as the only proficient English speakers, however, they find it hard to understand some non-native English accents ([Kong & Kang, 2022](#))

Nonetheless, intercultural communication also happens outside academia simply when people of different languages or cultures interact with each other ([Croucher et al., 2015](#)). Different culture requires different level of context or information to convey meaning and depending on context, linguistic cultures can be High context culture like of Bangladesh, India, Japan etc., and low context culture like of USA, UK, Australia, Canada etc. ([Hall, 1976](#)). Studies show that during intercultural communication, non-native English speakers use strategies like simplifying words, statement repetition and using non-verbal cues to manage mutual intelligibility ([Inkaew, 2018](#)). It indicates that non-native English speakers improved their intercultural communicative effectiveness across sub-scales such as behavioural flexibility, interactant respect, identity maintenance and interaction management by emphasising meaning over native speaker form ([Liu et al., 2025](#)). Thus, intercultural communication among non-native speakers of English involves recognising speakers' varied linguistic backgrounds and valuing speaker identity over native-accent idealisation.

Moreover, self-efficacy plays an essential role in how successfully a non-native English speaker can navigate the intercultural demands. Bandura ([1994](#)) notes that individuals with high self-efficacy believe strongly in their communicative abilities are more likely to engage in challenging interactions, cope with misunderstandings, and persist when faced with cultural or linguistic barriers. In contrast, low self-efficacy can lead to avoidance, silence or withdrawal from intercultural interactions. Hence, it is also important to stimulate students' self-efficacy to enable them to communicate interculturally.

2.4 Part 3: Bangladeshi English-speaking context

2.4.1 Role of English in Bangladesh

In Bangladesh, English has a complex position in the society and educational system. Though Bangla is the national language, English continues to receive prestige and institutional value, especially in tertiary education and professional domains even after the end of British colonial period ([Rahman & Islam, 2023](#)). This colonial language legacy has created social stratification where students from higher socioeconomic backgrounds tend to have better English proficiency and use this language more often in academic and career-oriented contexts ([Rahman & Islam, 2023](#)). Although the constitution calls for a unified curriculum, there is a great disparity in the curricula and the standards of the schools which is a major drawback in students' language learning ([Alamin, 2019](#)). The variation in the types of institution or the curriculum is so vast that there are at least thirteen types of institutions ([Alamin, 2019](#)) and five types of curriculums ([Zinia, 2014](#)). Among these several types, there are mainly three types of curricula given by the National Curriculum and Textbook Board ([Zinia, 2014](#)) and they are: General, Madrasah and Technical or Vocational. All the curriculums are instructed in Bengali, but the general curriculum has English version as well. In all these curriculums, English is taught from grade-1 among 6-years-old learners ([Rahman et al, 2019](#)). Despite learning English from a young age, learners still fail to use English productively in the many different communicative situations of everyday life which is caused by the faulty CLT methods used in Bangladeshi classrooms ([Hamid & Baldauf, 2008](#); [Rahman & Karim, 2015](#)). Moreover, most of the schools follow traditional grammar translation method where teachers often translate whole texts word-for word in Bengali, without making the students understand the inner meanings or giving them scope of practical use of English language in the classroom ([Biplab, 2018](#)) and not incorporate all four language skills, rather focus more on writing and reading ([Islam et al., 2021](#)). This often keeps students away from communication in English which

results in low English proficiency and this often creates negative self-perception and fear of public speaking among students ([Sharmin, 2019](#)). Besides, the quality of teachers and teaching is not equal across the country ([Hamid & Erling, 2016](#)). Additionally, not all schools are adequately resourced, and lack of qualified English teachers rob all the language learning aspirations of the students ([Haq, 2004](#)) as they may discourage students to talk in English in a certain way or discourage to ask too many questions in classroom ([Sharmin, 2019](#)). Not only that, studies reveals that students also lack real-life exposure to English outside the classroom ([Kabir, 2014](#)). All these drawbacks result in student's lack in English communicative competence and low self-efficacy in English speaking.

Nevertheless, there are also schools that follow international syllabus like Cambridge Assessment International Education (CAIE), Pearson Edexcel, Oxford International AQA and International Baccalaureate (IB); and these international schools are English medium private institutions which are only accessible to the upper middle class or higher-class families ([Hasan, 2019](#)). This creates linguistic disparity which enables students with privileges have higher English language proficiency compared to the Bangla medium students who study in public and private schools ([Rahman et al, 2019](#)). This creates linguistic inequality in society.

In contrast to earlier findings, however, another research shows that despite having long exposure to English medium instruction, students may face difficulties in “effective English speaking” ([Amin, 2023](#)). A recent study by Ferdous et al. ([2024](#)) where they compared learners in English-medium and Bangla-medium schools, found that early exposure and more interactive methods rather than grammar methods lead to higher speaking and listening proficiency. Besides, the tertiary level education in Bangladesh follows EMI (English Medium Instruction), yet students are not sufficiently prepared for real life spoken interaction because the classroom instruction emphasises grammar and vocabulary memorisation rather than communicative competence ([Milton, 2022](#)). As students are not exposed to verbal

communication, they might not have enough self-efficacy to speak in English, but they might have self-efficacy in other skills of the language as self-efficacy is domain specific and task specific ([Artino Jr., 2012](#)). So, it is obvious from the studies that Bangladesh being a non-native English-speaking country, the speakers lack native like English speaking communicative competence and this affects their self-efficacy in communicating in English.

2.4.2 Bangladeshi students' perceptions and attitudes towards spoken English

Bangladeshi students' perception and attitudes towards spoken English are shaped by a combination of historical prestige, educational experience and sociocultural factors. English is perceived as a marker of prestige, modernity, education, and socioeconomic advancement; and students have favourable attitudes toward learning and speaking English, but this positive prestige coexists with significant linguistic anxiety, fear of mistakes, and social comparison ([Ahamed et al., 2023](#)). This negative feelings towards spoken English is caused because of equating proficiency with accent imitation of native speakers. A study by Kabir ([2014](#)) explored tertiary students' perception of so called "standard" English accents in Bangladesh and found that most students consider American accent or the British accent as the standard English, rather than their own Bangladeshi accent. However, students also expressed frustration for not being able to achieve the ideal English-speaking ability, which is to speak in native accent. Students' failure to speak in native like accent destroys their belief in their capacity to successfully speak in English, this leads them to diminished self-efficacy and reluctance to speak ([Kabir, 2014](#)). Students also avoid interacting in English to maintain their "face" and avoid exposure to criticism ([Rahmi, 2024](#)) as speaking English in a non-native accent is not graceful and a matter of criticism ([Kabir, 2014](#)). Studies show that negative criticism destructs self-efficacy and task performance ([Baron, 1988](#)). So, negative criticism is one of the main causes that hinders students' proficiency in spoken English. In conclusion, although Bangladeshi English speakers have positive attitude towards English, they are

reluctant to use their non-native English which results in lower self-efficacy and not using English in their life creating an EFL context.

2.5 Research Gap

The existing scholarly literature on non-native English-speaking students' self-efficacy regarding English language usage in native English speaking context focuses on their educational and career perspectives ([Artino Jr., 2012](#); [Genç et al., 2016](#); [Hoose, 2020](#); [Lopez-Garrido, 2023](#); [Withy, 2019](#)) discussing self-efficacy's positive impact on English language learning in non-native English-speaking context ([Genç et al., 2016](#); [Goetze & Driver, 2022](#); [Raoofi, 2012](#); [Withy, 2019](#)) and how it shapes students' communicative competence ([Genç et al., 2016](#); [Islam & Stapa, 2021](#); [Raoofi, 2012](#); [Yan & Berlin, 2011](#);). Following this pattern, some authors have highlighted the challenges that non-native English speakers face in a native English speaking context like influence of their mother tongue ([Selinker, 1972](#)), not understanding studies and contents in English ([Shamsi & Osman, 2022](#)), struggling to comprehend and rapidly adapt to diverse accents ([Lee & Baese-Berk, 2021](#)) which leads to do poor in academic writing ([Li, 2024](#)). All these cause discriminations based on accent and nativeness ([Thuy, 2025](#)). These challenges can cause anxiety, identity crisis, diminished perceived credibility ([Li, 2024](#); [Tananuraksakul, 2011](#)) all of which can again lead to affect self-efficacy ([Bandura, 1977](#); [Bandura, 1982](#)) resulting in poor language adaptation.

To date, very few studies have been conducted on Bangladeshi non-native English speakers' transition to native English-speaking context and their self-efficacy. The current study attempts to bridge this gap of knowledge and explore the challenges that Bangladeshi non-native English speakers face while communicating in a native English-speaking context. Moreover, previous studies did not mention what self-efficacy strategies do non-native English speakers like Bangladeshi students use to improve their English communicative competence in a native English-speaking context. That is why, this study aims at exploring Bangladeshi

students' use of self-efficacy strategies to transition from non-native English to native English-speaking contexts.

2.6 Conceptual framework of the study

The conceptual framework of this study is constructed through understanding Canale & Swain's communicative competence model (1980) which was based on Hymes' communicative competence theory (1972), Albert Bandura's self-efficacy theory (1977) and Edward T Hall's intercultural communication theory (1973). This conceptual framework is inspired by Zhai & Razali's (2022) Conceptual framework based on communicative competence theory and self-efficacy theory.

Hymes' (1972) concept of communicative competence provides an essential foundation for analysing the gap between Bangladeshi students' academic English proficiency and their ability to use English effectively in real-life contexts abroad. Hymes (1972) argued that language competence not only involves grammatical knowledge, but also the ability to use the language appropriately according to social and cultural norms. Later, Canale and Swain (1980) extended the model of communicative competence comprising a set of four individual competences- grammatical, sociolinguistic, discourse and strategic. This also gives a comprehensive outline for analysing dimensions of language ability that Bangladeshi students must navigate while using English abroad. Because within Bangladesh's tertiary academic setting, emphasis on grammatical competence through essay writing, reading comprehension and examination preparation is predominantly seen. However, sociolinguistic and strategic competence is often overlooked in academic English. As a result, Bangladeshi students who excel academically may still experience communication barriers in real-world settings in abroad. Moreover, what students think about using a language, also affects their communication competence of that language. Their attitudes towards self-judged capabilities to reach a goal is analysed in the self-efficacy theory which is based on Bandura's (1977) social

cognitive theory. Thus, students' communicative competence relies on their self-efficacy. Self-efficacy refers to an individual's belief in their capacity to organise and execute the course of action which is required to attain designated types of performance ([Bandura, 1982](#))

While these two theories address students' linguistic and psychological adaptation, Edward T. Hall's ([1976](#)) Intercultural Communication Theory provides a crucial cultural and contextual layer. Hall ([1976](#)) introduced concepts of high-context and low-context communication to explain how meaning is transmitted differently across cultures. High culture contexts like Bangladesh rely heavily on implicit messages, shared understanding, and non-verbal cues, while low-context cultures such as the UK, USA, or Australia prioritise explicit verbal expression and directness ([Hall, 1976](#)). Due to this disparity, Bangladeshi students' contextual cues, and preference for politeness strategies may be misinterpreted by native speakers as hesitation or lack of confidence in low-context environments. Likewise, the non-native speakers may perceive the directness of native English speakers as impolite or overly assertive. Incorporating Hall's ([1976](#)) theory into this framework highlights how intercultural miscommunication arises not only from linguistic differences but also from contrasting communication norms, values, and expectations. To communicate effectively with people of different cultures or languages, it is important to know or adapt to the culture specific high-low context; otherwise, there is possibility of miscommunication ([Hall, 1976](#)). According to Hall ([1976](#)), context is the conventional use of information knitted inextricably together to convey the meaning of a message. In other words, while low context cultures will get right to the point, high context cultures would use indirect and circular techniques in their writing, and verbal interaction frequently without discussing the subject directly. In case of arising conflicts while communicating, low context cultures usually employ a more direct, confrontational and explicit approach to guarantee that the listener receives the message exactly as it was sent, whereas high context cultures typically use indirect, non-confrontational, and ambiguous language

depending on the reader's or the listener's capacity to understand the meaning from the context. ([Hall, 1976](#)). Students face all these situations without even realising while transitioning from using non-native English to efficiently using English in native speaking context abroad. Hence, this conceptual framework is suited for the study as the study aims to know the challenges of transitioning from non-native English to native English-speaking context and adapting while using self-efficacy strategies.

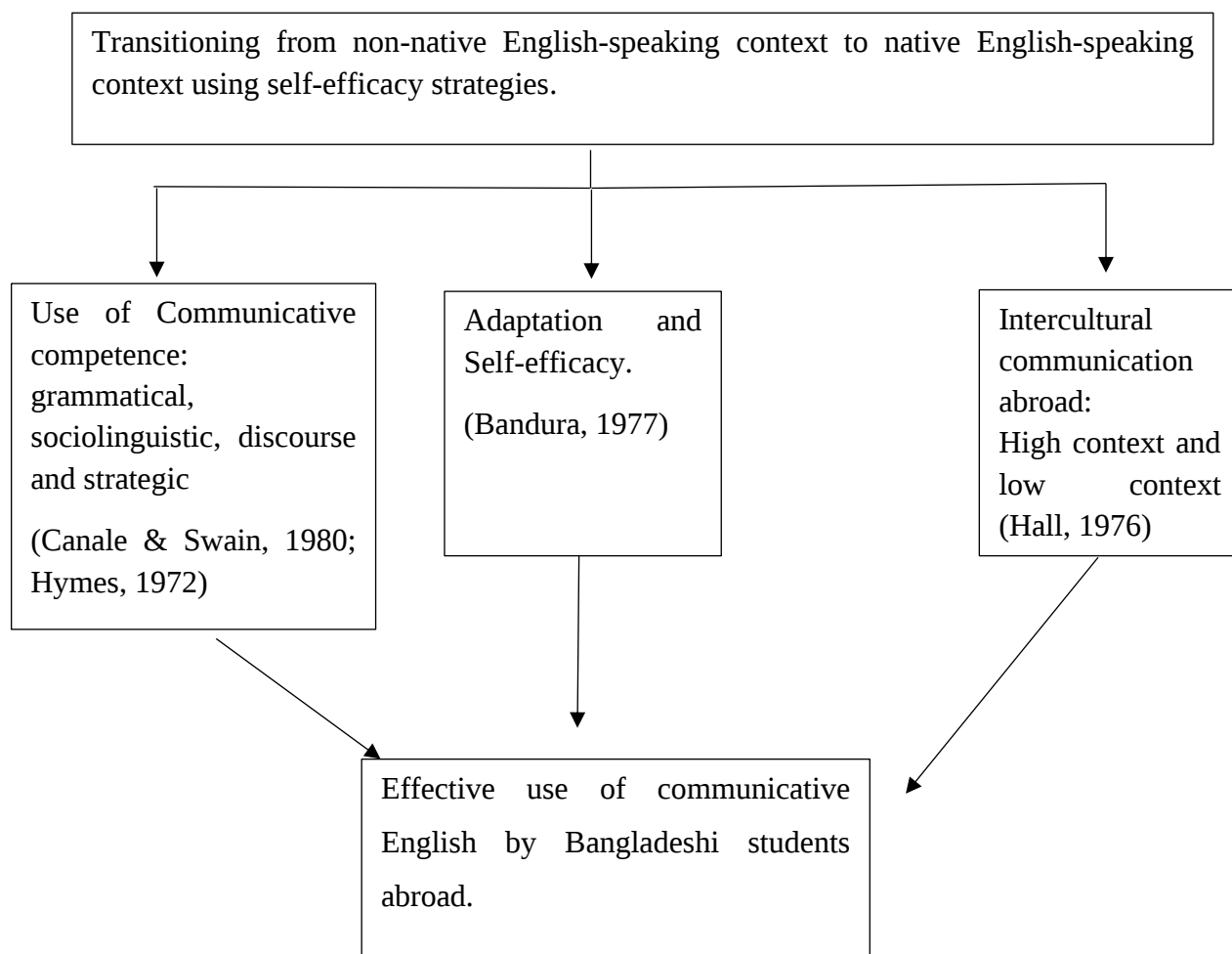


Figure 2: *The Conceptual Framework of the Study*

Chapter 3

Research Methodology

3.1 Introduction

This chapter converses the research methodology which has been implemented to conduct this study. As mentioned previously in chapter one, the chief aim of this study is to explore what self-efficacy strategies Bangladeshi non-native English-speaking students espouse to overcome the barriers they face while transitioning into native English-speaking context as an international student. The first research question explores the challenges that Bangladeshi international students face while transitioning from non-native English-speaking context to native English-speaking context. The second research question aims at finding what self-efficacy strategies they employ to cope with the native English-speaking context. The chapter additionally describes the rationale behind selecting qualitative phenomenological approach, the procedure of selecting the participants and collecting data, the framework of data analysis and the steps taken to establish the trustworthiness of the study.

3.2 The Qualitative Paradigm and Its Philosophical Assumptions

The researcher chose the interpretivist research paradigm because this study focuses on socially constructed multiple realities ([Rehman & Alharti, 2016](#)) of using English language. The interpretive research paradigm focuses on understanding how individuals construct meaning within their social contexts ([Alharahsheh & Pius, 2020](#)). Creswell ([2007](#)) notes that qualitative researchers aim to interpret the meanings participants assign to their experiences rather than seeking objectives. This research aims to find out the challenges that Bangladeshi students face while transitioning from non-native English to native English-speaking context (RQ1) and see what self-efficacy strategies they apply to overcome the barriers (RQ2) by analysing semi-

structured interviews of the students. These inquiries necessitate interpreting the different experiences of the students. Hence, the interpretivist paradigm ([Alharahsheh & Pius, 2020](#)) is the suitable approach for achieving the goal of the study.

The philosophical assumption of this study is adapted from Creswell's ([2007](#)) table of "Philosophical Assumptions with Implications for Practice" (p.17)

Research Paradigm	Philosophical assumptions				
Interpretivism	Ontological Multiple subjective Perspectives of Participants.	Epistemological Interaction between researcher and participants co-created subjective knowledge.	Axiological The researcher's values and presumptions are discussed alongside Participants' interpretations.	Rhetorical Dat has been interpreted using the third person point of view.	Methodological Qualitative Phenomenological Approach.

Table 1: The Philosophical Assumptions of the Study

Ontological assumption is the way reality is perceived by individuals ([Creswell, 2007](#)). Challenges faced by the Bangladeshi non-native English-speaking students (RQ1) depend on their experience, use of self-efficacy strategies (RQ2) differ from one another. Hence, this study adopts an interactive approach in epistemological assumption where the researcher interacts closely with the participants to interpret their experiences. Moreover, the axiological assumption interpreted the researcher's values and presumptions alongside participants' thoughts. This study utilises third-person point of view as rhetorical assumption to maintain a formal academic tone. Lastly, this study follows Qualitative phenomenological Approach.

3.3 Research Design

The study adopted qualitative research design as this study intends to understand the social phenomena that links the challenges faced by non-native English-speaking students in a native English-speaking context ([Draper, 2004](#)) and action taken by them influenced by their self-efficacy to adjust in the society. Defining these phenomenological aspects of personal experiences are investigated by qualitative research designs ([Turhan, 2019](#)). Hence, this study opted for qualitative research design instead of quantitative research.

Although qualitative research is great for phenomenological research, some scholars critique the reliability and validity of qualitative research as it lacks statistical tests ([Beck, 2009](#)). In qualitative research the data is usually gathered through conducting interviews and doing thematic analysis, it requires significant time and resources to complete the study ([Somasundaram, 2024](#)). Scholars also perceive the imagination or creativity to interpret the data as “threat of fiction” particularly because of interpretive analysis and subjective data nature ([Morse, 2015](#)). Moreover, its vulnerability to researchers’ subjectivity and having small sample size limits the scope for generalisability ([Candrakirana, 2025](#)). Recognising these limitations is important for interpreting the data and implications of the research findings.

Despite the limitations, qualitative research has some key strengths that make it suitable for this research. Qualitative research allows researchers to explore participants’ perspectives, beliefs and experiences in rich detail which can uncover meanings that may be missed by quantitative measures ([Lopez, 2023](#)). Moreover, qualitative designs are adaptable as new insights may emerge during data collection while the researcher can go deeper of the data by modifying interview questions to gain further understanding ([Bhandari, 2025](#)). By doing so, the qualitative research captures the data within its natural context, maintaining the social, cultural and environmental factors intact that influences participants’ experiences ([Laumann, 2020](#)). Thus, qualitative research allows researchers to investigate topics with limited prior

research and help to generate hypotheses for future studies ([Rosy, 2025](#)). Thus, qualitative research is suited for studies that aim to understand subjective experiences, social processes, and strategies taken by individuals to function in society; all which aligns with this study. Such research aims to gather people's experiences, perceptions, values, attitude and behaviour ([Tenny et al., 2023](#)) and it is very important for teachers or educators to know students' experiences of communication and the challenges they face while transitioning from non-native English to native English speaking contexts; and how they adopt in native English speaking context using self-efficacy strategies. The research design of this study has been described in detail in the following sections of the chapter.

3.4 Phenomenological Approach

A phenomenological research approach is a type of qualitative research design that aims to describe the common lived experiences of a phenomenon for a group of individuals ([Creswell, 2007](#)). This study adopts a phenomenological research approach because it seeks to explore the lived, subjective experiences ([Urcia, 2021](#)) of Bangladeshi students' transition from non-native English-speaking context to native English-speaking context and deploy self-efficacy strategies to strengthen their communicative competence. Phenomenological approach is suitable for this study because phenomenology focuses on understanding what a particular experience is like for individuals and how they perceive, feel and make meaning of a phenomenon and may adapt according to it ([Mcleod, 2024](#)). As phenomenological qualitative research presents a critical analysis of 'meaning' of a certain phenomenon, it is also known as 'Meaning' theory ([Paley, 2016](#)).

Given the nature of phenomenological inquiry, it is criticised as not being scientific because the proceeding of the study is not experimental basis and lacks variables that can be compared with or be replicated ([Annisa, 2024](#)). Moreover, the sample of the study is intentionally small and purposive ([Creswell, 2007](#)). Hence, the study result cannot be statistically generalised to

all non-native English-speaking students of all contexts ([Norlyk & Harder, 2010](#)). Norlyk & Harder ([2010](#)) also highlighted that the phenomenological approach heavily depends on the researcher's reflexivity, interpretation and methodological rigor which can influence the validity and trustworthiness of the study. Following this pattern, Song ([2017](#)) noted the lack of theoretical unification in phenomenological study as it is a mode of philosophical thought retaining several problems in its approach.

Greening ([2019](#)) defends these negative points of using phenomenological studies by stating that these kinds of designs can be used to provide in-depth information of the participants' as it requires detailed comments on the situations of individuals. Thus, it helps to increase the credibility of the study. Moreover, these rich data permits readers to have significant insights into the "lived experience" of a phenomenon ([Urcia, 2021](#)) as it captures the "lived experiences" of the participants ([Alase, 2017](#)). Explication of human experience is perfectly done by phenomenological studies as it facilitates open narrative by creating a supportive environment for participants to share their stories in their own way often using single opening questions to encourage open and unobstructed narration while interviewing them ([Farrell, 2020](#)). This is possible because phenomenological studies constitute rigorous and consistent process for analysing the ethical dimensions of daily experience, which are difficult to access with other common research methods ([Guillen, 2019](#)). Thus, phenomenological approach adopts a flexible and versatile research method to understanding people's experiences

Therefore, given the research questions of this study which focuses on finding out the challenges that Bangladeshi students face while transitioning from non-native English-speaking context to native English-speaking context in terms of communication and investigate the self-efficacy strategies that Bangladeshi students employ to adapt and communicate in the new society; this study requires phenomenological approach.

3.5 The Researcher's Role

The researcher is a master's student at a private university in Bangladesh who is familiar with several varieties of English language and wants to learn more about the language users. As many of her acquaintances moved abroad for higher education, they shared their experiences of facing communicative challenges like being unable to understand the native accents. Hearing these, researcher started thinking about how life abroad can be in case of linguistic usage because the researcher herself had met some native English speakers and was unable to communicate with them successfully. There is limited scope of interacting in English in non-native English-speaking context, but in a native country the students have to use English simultaneously. This made the researcher think about the hurdles that the students might have to overcome to cope up in the native English-speaking context. Thus, the researcher chose the topic of the research which is "Bangladeshi students' use of self-efficacy strategies to transition from non-native English to native English-speaking contexts".

Throughout this study, third person point of view is employed only for the convenience of narrating and depicting the findings. As this study follows interpretivist paradigm, the researcher accepts that the study revolves around values, for which the researcher's position may affect the formulation of research questions, interpretation of participants' narratives and reporting results. To ensure the trustworthiness and credibility of the study and mitigate bias of the researcher inter-rater reliability, member checking and audit-trail were also taken into consideration. To ensure inter-rater reliability, the researcher contacted Dr. Zara Rahman (Pseudonym) to help her analyse students' interview answers. Dr. Zara Rahman is an associate professor with 15 years of teaching experience in the field of applied linguistics. Moreover, for member checking, the copy of participant's interview transcription was sent to them to establish credibility of data.

3.6 Setting

The research of this study was set in the study room of the researcher. The reason for choosing this setting is that the study room is separate and has good internet connection. The participants of this research are from different countries staying in different time zones, so, interviewing them during their convenient time required the researcher to be available even during late nights, for which the study room of the researcher was suitable.

3.7 Selecting the participants

In this study the researcher has followed snowball sampling technique where one participant helps to find another participant ([Naderifar et al. 2017](#)). This technique was guided by following criteria:

1. Currently studying in tertiary level in a native English-speaking context.
2. Has conducted former studies in an ESOL context, specifically in Bangladesh.
3. Willingness to be a part of the study.

Participant profile:

Participants' Names (Pseudonyms)	Age	Level of Study	Gender	Institution
Aman	26	PhD	Male	Baylor University
Rodhela	24	Master's	Female	Syracuse University
Hana	26	Master's	Female	London South Bank University
Saira	27	Master's	Female	Cardiff University
Ishman	25	Master's	Male	Concordia University of Edmonton
Fabiha	26	Master's	Female	Granville University
Rosa	25	Master's	Female	University of Alberta
Tasin	27	Master's	Male	Federation University
Munmun		Master's	Female	Monash University
Adnan	26	MQP (Pre-Master's)	Male	Curtin University

Table 2: Participants' Profile

3.8 An Overview of Data Collection Procedure

This study contains semi structured interviews as source of evidence. The following sections will illustrate the process of data collection from the sources.

3.8.1 Semi-structured Interviews

Interviews are widely used data collection methods in research which are basically categorised into five types such as structured interview, semi-structured interview, in-depth interview, focus groups interview and oral history ([Muratovski, 2016](#)). Among these types of interviews, the researcher chose semi-structured interviews as it gives more scope for the researcher to create a conversational environment for the interviewees which is not formal and uncomfortable. This type of casual conversational approach puts participants at ease and allow them to think more openly about their emotions and perspectives on the matter and enhances the depth and quality of the data ([Adeoye-Olatunde & Olenik, 2021](#)). Semi-structured interviews consist of prepared questioning guided by themes and use probes to elicit elaborate responses from interviewees in a consistent systematic manner ([Qu & Dumay, 2011](#)). Moreover, unlike unstructured interviews, the flexibility and adaptability of semi-structured interviews help researchers to explore emergent topics based on the research question and participant responses ([Eppich et. al, 2019](#)). While aiming at the core focus of the study, semi-structure interview also opens a path for amending research questions ([Ruslin et al., 2022](#)). This suggests that semi-structured interviews can potentially lead to more robust research findings which is a key objective for qualitative research. Hence, the researcher chose semi-structured interviews to collect data from the participants.

3.8.1.1 Designing Interview Protocol

The adopted interview protocol of this study is developed by Leong & Said ([2024](#)), which was inspired by Castillo-Montoya's ([2016](#)) Interview Protocol Refinement (IPR) framework. This interview protocol consists of five phases as following:

Phase 1: Set up preliminary questions based on literature review

Phase 2: Ensuring interview questions align with research questions

Phase 3: Constructing an inquiry-based conversation

Phase 4: Receiving feedback on interview protocols

Phase 5: Piloting the interview protocol

In phase one, the researcher formulates initial questions on the basis of the relevant literature. This phase is crucial as it helps the researcher to set up questions relevant to the study.

In the second phase, the researcher finalises the questions that are relevant to the study. This helps in identifying any gaps before researchers assess, adjust or add interview questions ([Leong & Said, 2024](#)). These questions help to answer the research questions, but it is made sure that these interview questions (IQs) are scripted differently than the research questions (RQs).

In the third phase, the researchers included essential and transition questions to initiate the interview with easy, non-threatening inquiries that prompted narrative descriptions ([Leong & Said, 2024](#)). This helps the participants to express their perceptions and experiences in a less formal but comfortable way which might help them to get in-depth of their answers.

Fourth phase is when the developed protocol underwent verification by experts undergoing a close reading of the questions ([Leong & Said, 2024](#)). Based on the experts' suggestions, the questionnaire can be modified aiming to enhance the rapport with the interviewee ([Leong &](#)

[Said, 2024](#)). As per Castillo-Montoya's ([2016](#)) recommendation, experts also examine the structure, length and style of the protocol.

The final phase leads the framework to pilot testing ([Leong & Said, 2024](#)) which helps in making final revisions to the interview questions, to observe if the chronology of the questions is smooth, the exact time of the interview and if any other prompts can be added to move the conversation forward.

After obtaining the expert's suggestions on the interview questions, the researcher piloted the interview questions with other Bangladeshi international students who live in Native English-speaking countries. The pilot interview helped the researcher to edit the interview content where necessary, and assess the feasibility of the interview protocol. Alshenqeeti ([2014](#)) points out that steps such as "conducting pilot interviews" is one of the strategies of maintaining validity and reliability of interviews.

3.8.1.2 Conducting the final interviews

In the interview question, the personal questions were minimum but there few background questions to get an overview knowledge of the interviewee's personal experience of transitioning from non-native English-speaking context to native English-speaking context and use of their self-efficacy to improve their communication skills. The interviewer made sure that each participant was given enough time to respond to the questions. The participants were interviewed in a separate timeslot individually in a casual manner. It took around 70 minutes to complete each interview session.

3.9 An overview of Data analysis framework

This section of the chapter will broadly discuss the steps that have been taken to analyse the data which are obtained from students' interviews.

3.9.1 Data Analysis Framework

The researcher used the thematic analysis framework designed by Braun and Clarke ([2006](#)) to analyse the data ([as cited in Maguire & Delahunt, 2017](#)). According to Riger & Sigurvinsdottir ([2016](#)), qualitative thematic analysis enables the identification of common ideas across interviews by searching for recurring ideas (themes) in the data set.

This analysis framework has six phases. They are:

- Step 1: Become familiar with the data,
- Step 2: Generate initial codes,
- Step 3: Search for themes
- Step 4: Review themes,
- Step 5: Define themes,
- Step 6: Write-up.

In the first phase, the researcher reads and re-reads the collected data (interview transcription) and gets familiar with it by making notes and jotting down early impressions ([Maguire & Delahunt, 2017](#)). In the second phase data were organised into small chunks of meaning which is also known as codes and later these codes are organised on the basis of themes in the third phase. In the fourth phase, the themes are reviewed and then are described in the fifth phase. Finally, in the sixth phase, data is written as a report which is the endpoint of research ([Maguire & Delahunt, 2017](#)). Thus, the data collection procedure is completed.

3.9.2 Analysing Students' Interviews

To analyse students' interviews, the audio recordings of the interviews were transcribed verbatim. The transcriptions were subsequently coded using the seven-column coding template ([Ahmad, 2017](#)) by utilising open coding, in-vivo coding and constructed coding techniques in two cycles ([Saldana, 2021](#)). During the first coding cycle, the entire transcribed interview of each participant was coded. In the second coding cycle, prominent codes from the transcripts

were identified and listed into key categories (see Appendix E). The categories were then analysed for identifying emerging themes in each case. All the themes of the different phenomena were then compared to create a thematic pattern for answering the research questions (see Appendix F for sample theme generation template).

3.10 Ethical Considerations

The ethical issues of conducting the current study were considered before proceeding with the data collection procedures. The participants were asked to read the “informed consent form” thoroughly (Appendix A) and sign before the data collection procedure began with the interview sessions. The consent form told the participants that their responses in the interview were recorded. The participants were assured that their identities would not be disclosed and pseudonyms were used for every participant in this study.

3.11 Establishing Trustworthiness and Credibility of the Study

It is necessary for researchers to make the study trustworthy and credible. The researcher opted for various ways to establish trustworthiness and credibility of the study. First the researcher explored previous studies to find a way to make the research worthy of gaining the trust of other scholars in the field ([Angen, 2000](#)). To minimise researcher bias, member checking was adopted by checking and confirming the interview transcriptions ([Birt et al, 2016](#)). Audit trail was kept to trace researcher’s logic and ensure transparency of decisions ([Carcary, 2009](#)). To achieve external credibility and establish transferability, participants’ interview transcriptions were checked by an external rater for inter-rater reliability percentage agreement ([Cole, 2024](#)). Thus, the researcher worked to establish credibility to gain trustworthiness and transferability of the study.

3.12 Chapter Summary

This chapter begins with the description of philosophical assumptions, pragmatic research paradigm, the rationale behind choosing phenomenological research approach for conducting this study and researcher's positionality. Subsequently, the data collection procedure with the rationale behind choosing participants, sampling techniques, and students' interviews as sources of collecting data has been described. The final segment of the chapter described the data analysis framework adopted for the study, along with the steps that have been taken for establishing credibility and trustworthiness of data.

Chapter 4

Findings and Discussion

4.1 Introduction

The main objective of this study is to explore the challenges that the Bangladeshi students studying abroad face while communicating with the native English speakers, or other non-native English speakers in a native English-speaking context and how they employ self-efficacy strategies to adapt in the new society and communicate with others in a native speaking context. This chapter will present the findings of the study based on the following research questions:

1. What challenges do Bangladeshi students face while transitioning from non-native English-speaking context to native English-speaking context in terms of communication?
2. What self-efficacy strategies Bangladeshi students employ to adapt and communicate in the new society?

The first section of the chapter goes through the challenges students face while transitioning from non-native English context to native English context. The second section discusses the strategies students use to strengthen their self-efficacy to adapt in the native English-speaking context.

4.2 Communication Challenges Bangladeshi Students Face While Transitioning from Non-native English to Native English Contexts

This subsection presents the findings regarding the challenges Bangladeshi students face while transitioning from non-native English-speaking context to native English-speaking context.

4.2.1 Speaking was the most neglected skill in class

English being a global language, is broadly used in Bangladesh without any official recognition. Moreover, in Bangladeshi curriculum, English is taught from the very beginning of children's school life and is a mandatory subject till class 12 ([Rahman et al., 2019](#)). If we check the backgrounds of the participants, everyone said that they were introduced to English as a subject in the very beginning of their school life.

However, not all four skills of the language are focused in the curriculum ([Islam et al., 2021](#)) and students' interview revealed the same. Regarding how spoken English was taught in school, most of the students who studied under NCTB curriculum have said that spoken English was ignored and learning was more textbook centric and exam based focusing more on grammar and writing. Aman opined that Bangladeshi English curriculum ignores speaking skill and focuses on writing skills and is exam centric. He stated,

Okay, so for the NCTB curriculum, spoken English was like pretty ignored part, I would say, in the curriculum. Because like it was like mostly written, like the writing part was the most emphasised part overall, because we had to give some exams mostly for the English learning. (DU AMA10)

Although, English as a subject is mandatory in NCTB curriculum, the teachers would still use Bengali while giving instructions and followed mostly grammar translation method which restricted them to use English while communicating ([Biplab, 2018](#)). Rodela's statement supported the same phenomena which indicated that NCTB curriculum ignores teaching English speaking and focuses on reading and learning basic grammar. She stated that:

We were mostly taught like the basic grammars. We are never taught how to like speak fluently or anything. We are just reading or maybe like learning the basic grammars, that's it. (DU ROD12)

All these interview answers give evidence of using grammar translation methods where teachers often translate whole texts word-for word in Bengali, without making the students understand the inner meanings or giving them scope of practical use of English language in the classroom ([Biplab, 2018](#)). This also indicated that the teachers ignored communicative language teaching (CLT) method ([Rahman & Karim, 2015](#)). These often keeps students away from communicative English which results in low confidence and poor self-efficacy in spoken English as there is a gap between students' knowledge in communicative English and their performance in communicative English. According to Bandura's ([1977](#)) self-efficacy theory, performance accomplishment is one of the strongest sources of self-efficacy. However, when learners primarily engage in written exercises rather than the spoken interaction, they lack performance accomplishment in communication. As a result, many students develop strong grammatical knowledge but low self-confidence in speaking. Thus, the curriculum provides linguistic exposure in English, but limited opportunities to build communicative self-efficacy in English language.

Apart from NCTB curriculum, there are other curriculums as well, including the Cambridge and Edexcel curriculum which are English medium curriculum. These curriculums teach students spoken English by restricting use of their mother tongue in classroom. Munmun studied at an English medium school till class seven and later switched to NCTB English version school. She mentioned that students in English medium schools learn spoken English by using it frequently in the school compound. She said,

Since I, you know studied in English medium school, we were kinda like had to speak in English. It was like not allowed to speak in Bangla except for like Bangla class. So, anything we had to like... even to go to bathroom, like any small talk we had to talk in English. Like there was a rule in school, so. (DU MUN14)

This indicates that the English medium schools' students are not only using English as a medium of instruction but are also using it as their medium of communication. Bandura's (1977) self-efficacy theory implies that effort, persistence and resilience have great influence on self-efficacy. As English medium students are forced to use English no matter what the situation is, it shows that they put an effort in using the language by staying persistent and resilient which enhances their self-efficacy and help them to master English communicative skills.

4.2.2 Using mother tongue in the classroom and beyond

Apart from English medium curriculum and NCTB English version curriculum, the medium of instruction in schools till high school is Bangla (Rahman et al., 2019). However, the tertiary level education in Bangladesh follows EMI (English Medium Instruction) yet the students are not sufficiently prepared for real life spoken interaction because the classroom instruction does not emphasise English communicative competence (Milton, 2022). Although, the medium of instruction is officially English, most of the teachers often use Bengali to deliver lectures. Rodela portrayed the situation by sharing her experience. She stated,

In my class, I do not think I have ever spoken in English besides maybe in one course. There were one or two courses that I took that was basic English 101 and that's it. (DU ROD16)

From their responses, we came to know that there were one or more English courses in undergraduate studies to develop English language skills. Apart from the English language courses, exams of all other courses were also conducted in English language. Hana said,

So, our all the lectures were in Bangla and our like the native language. Yeah, they used English term. It's not like no one understand, everyone understood. But still, it was

95% of Bangla and 5% of English. But we used to give our exams in English. (DU HAN 16)

Students' responses prove that even though the medium of instruction in the tertiary level of Bangladesh is English, EMI (English Medium Instruction) is not that much practiced. Not just in classroom, even outside the classroom students avoid speaking in English as almost all the students know Bengali, they choose Bengali as their medium of communication. Regarding using English outside the classroom, Saira said,

It's rarely like 0-10%. It's very less because all the people were Bengali and there were no foreign students. So we didn't need to use English anywhere. Sometimes we used it with our friends for like joking or sometimes while acting something. That's it. (DU SAI 16)

Although students are not exposed to communicative English in real life, they can become part of clubs or other institutions that help them to improve communicative English skills. Aman shared his experience by saying,

Okay, so for me, the English, like the spoken English practice was mostly through the debating because I was engaged with the English debating for like a couple of years in my undergraduate life. That was the exposure, like this is the time when I used to speak in English. Apart from that, I attended some conference. So, there we had like peer volunteers where we met with the foreign delegates, which is part of the academic life, but not part of the academic life as well. (DU AMA 16)

Fabiha did not use English to communicate with friends outside the classroom, but she used English in university clubs or seminar. She stated her experience by saying that,

... when we were with friends we speak mostly in Bangla but we did attend some clubs there we had to speak in English because there were faculties and they encouraged us

to communicate in English. That's why outside the class when we were with our friends we spoke in Bangla but when we like gathered for some sort of seminar or anything then we speak mostly in English. (DU FAB 20)

Some students may also join institutions which are not part of their academic institutions to improve English communication skills. Ishman joined an English-speaking institution to enhance his communicative skills in English as he studied in Bangla medium school. He portrayed his experience by stating,

Basically, my medium of instruction was Bengali. Everything used to be taught in Bengali in the class. The frequency of speaking English wasn't that much good in class. But I used to go to English language. Apart from academic things, I used to take English improving skills courses in British Council. (DU ISH14).

All these responses suggests that students have minimal spoken English experience in real life context and Bangla remains the dominant language not only in academics, but also in family and social settings. Although students join English speaking clubs or English learning courses, they still lack real life communicative experience. The absence of real-life English communicative environment reduces the opportunities for spontaneous performance accomplishments and thus, students struggle to develop their communicative self-efficacy.

4.2.3 Challenges Faced While Transitioning to Native English-speaking Contexts

Bangladesh is a non-native English-speaking country and people in Bangladesh usually do not use English other than academic settings. From the previous subsections we have already found out that students rarely use English as a medium of communication. This limits their communicative English exposure which later results in different communication challenges

faced in the native English-speaking context. Challenges that students face while transitioning to native English-speaking contexts are discussed below.

4.2.3.1 Challenges faced in academic settings

The first and foremost challenge that students face while transitioning from non-native English-speaking context to native English-speaking context is that students have to give frequent class presentations in English and have to participate in class discussion activities using English which was ignored in Bangladeshi education system. Moreover, there is a silent taboo in asking too many questions in the classroom in Bangladesh which made Bangladeshi students less communicative ([Sharmin,2019](#)). Adnan explains these by saying,

if I speak about academic um it's totally different from my country because uh in my country uh everything is based on books uh we have to we have to write everything in papers but whenever you come to different country you have to give a lot of presentations, make a lot of, make a lot of presentations with using phone or using your mind. You have to make a video presentations you have to speak a lot so attending the class being attentive to a class asking a lot of questions to the teachers they like it, okay. When I was in my country that was not the case if you're asking a lot of questions the students the other students will be uh will be disgusted with you or uh they will start mocking you that you do not understand it or why do you ask a lot of questions, why do you have to ask the questions. but in international education you have to ask a lot of question because asking a lot of question means that you are trying to understand or you are actually trying to attend the classes or you are trying to be attentive. (DU ADN 34)

Besides getting accustomed to more communicative academic context, students also have to adapt to the native English-speaking context specially in the academic settings. They find it hard to understand the native English accent. Tasin explained his experience of understanding Australian native accent by saying,

if I'm speaking to any native speaker, then they wouldn't understand me and I wouldn't understand them. So, it took me about five or six months just to get accustomed with the medium of communication. (DU TAS 28)

Other participants from UK, Canada and USA has also mentioned having problems understanding native accent as well. However, Bangladeshi students in north American countries like the USA and Canada found the native language familiar and less complex due to their prior exposure to Hollywood movie, series and songs. Regarding exposure to English contents, Rodhela said,

I do not read much English books, but I watch a lot of English series, movies. (DU ROD10)

Regarding understanding North American accent, Rosa said,

I would say surprisingly, yes, because Canadian accent is, I would say it's quite clear, like, anyone can understand, like, Canadian and American accent, but I'm sure if I went to the Europe, then I definitely would have had a hard time understanding people. (DU ROS28)

The native English-speaking countries not only have native speakers as students but also immigrants of different culture and language. Bangladeshi students not only have to figure out native accents, but also the other non-native English accents in their classroom or the places

they work. Students have mentioned that they find it difficult to understand Chinese, Korean, Middle Eastern, Nigerian, Brazilian, French, Swedish accents. Munmun described her communication difficulty in multicultural classroom by saying,

Uh, talking with... because I did my master's in international relations, like lot of different nationality people were in one class like, one of my classes have like ten different nationality people in one room. There were like 25 people there but like 10 different nationality. So, it was really hard to get some accents like French accent is really really hard. Like, I could never get what they were saying although like, you know I had to because you know, most of the class was discussion based, the teacher would give you a topic and everybody had to say something, and you pick up. But I would never get what they were saying. Some of the Chinese accent is really hard too, so, that was harder, but the teachers were very clear to understand. (DU MUN 44)

One of the reasons why students find the other non-native English accents difficult is how different they pronounce the words ([Lee & Baese-Berk, 2021](#)).. Their unfamiliar pronunciation can make students confused in class lectures or class discussions. Ishman gave an example of his experience by saying,

So these are the challenges like for example in one of my classes there was a Brazil professor who pronounced the one urban (/ˈɜː.bən/) U-R-B-A-N. This is what we speak when back in Bangladesh urban (Arban) but he was saying urban (/ʊrbən/) so I was like what is (/ʊrbən/) and later on I figured out this is urban. So these are the small challenges that we have to face every day and it takes time to understand what the other person is saying. (DU ISH 34)

So, the main challenges that students face in native English-speaking academic context is that they have communicate fully in English and they have to communicate more than they did in

their home country. Another problem is that they have to figure out not only the native accent, but also other non-native accents.

4.2.3.2 Challenges faced outside academic settings

From the previous section, we found out that students initially find it hard to understand native and other non-native English while transitioning into native English-speaking context. However, they easily understand South Asian English accents other than Bangladeshi English accents. Tasin opined that,

I was speaking fluently, but there was a huge communication gap. But not while speaking with anyone from South India or any South Asian community or international students. And all of the international students are in this term kind of in the same boat. So, whenever we're talking with each other, we understand each other, of course. (DU TAS 28).

However, finding niche in people from South Asia can often bars students from using English as Bangladeshi students can speak both Bengali and Hindi. Influence of mother tongue not only affects pronunciation ([Selinker, 1972](#)) but also lexical choice, syntactic structure and accent ([Li, 2024](#)). Thus, peer pressure can bar students from practicing English regularly which in turn affects the development of their communicative competence ([Sonia & Suharjono, 2026](#)) and ultimately, their self-efficacy. Munmun described her situation saying,

I was living with my friends when I first came here, they were like 5 of them, all Bangladeshis right? So, when I'm home I'm always talking in Bengali which really really had an impact because I'm not fluent anymore. Because I'm always talking in Bengali although I'm living in Australia. (DU MUN 138)

Bangla being the mother tongue, can interfere the usage of English ([Mridha & Muniruzzaman, 2021](#)). As students have to minimise their use of mother tongue to maximise their English

fluency, students often find it difficult to speak only in English at first. Speaking fluently in English often become hard for the students. Rodela expressed her hardship by saying,

because I, like, carried the, my lackings of spoken English from back in the country. And I think I do struggle and, like, have a lot of word fumble and, like, missing words and other stuff. I had to repeat things again and again to make the person in front of me, to make them understand. Yeah, I think I couldn't speak fluently enough on the initial days as well. (DU ROD 26)

Students faced all these challenges outside the academic context while trying to enhance their communicative competence and cope with the new language setting.

4.2.3.3 Challenges Faced While Adapting in New Sociolinguistic Context

While transitioning to native English-speaking context, students had to adopt to the new sociolinguistic context as well. While trying to adapt to the new sociocultural and sociolinguistic context, they encounter various difficulties. The first and foremost challenge they face is difficulty in understanding different accents whether it can be native or non-native English accent. In the previous section we have already seen that students faced problems to understand various non-native English accents as well as native accents like Australian accent and British accent. This barrier is created because of the diverse accents having different pronunciation, idioms and speech rate ([Lee & Baese-Berk, 2021](#)). All the students participated in this research interview has shared their experiences of encountering new words or phrases in the native English-speaking context that they had never heard before or the words they use are never heard by the natives before. For example, we often use the word “Aspect” to mean features of something, but in UK they rarely use this word and might not understand the meaning. Hana told her experience saying,

I was doing my, not research, I was doing a project. So, my, the research I was doing on that project, I was, my headline was cultural aspects. So, these are the terms I used in Bangladesh. It means my cultural analysis or my cultural research or cultural, you know, the stuff I have. So, this is the term I used in my previous bachelor's time, cultural aspects or religion aspects or contextual aspects. But when I use the same wording here, my professor was like, what do you mean by aspects? (DU HAN 34)

Hana also mentioned that words like greenery or greens (DU HAN 32), washroom (DU HAN 42) are not familiar to the British native speakers they would rather use vegetations as greens (DU HAN 32), and toilet or loo for washroom (DU HAN 42).

Participants from Australia also mentioned that the natives use short form of words or slangs in spoken conversations which were new to them. Australians say breakfast as brekky, umbrella as brolly, sick leaves as sickie. Munmun shared her experience of new words saying,

when I first came here, I used to watch like lots of uh, Australian videos to get accustomed to the language because they have so many different slangs like, like MacDonald's is Mecka's, Breakfast is Brekky, and then like if you wanna call in sick, its sickie. They have so many different sorts of slangs and they would talk to like one day it was raining and my colleague was asking- do you have a brolly? And I was like what's a brolly? Its actually an umbrella. (DUMUN 128)

Unlike other native English varieties, the North American slangs are not much unfamiliar to Bangladeshi students, yet some native slangs that are used by certain age group may be new to Bangladeshi students. Ishman described his encounter with new Gen-Z slangs by saying,

Oh, yeah, like Gen Z people use a lot of things, right? So there's a term called typeshit and this typeshit is like I feel you or something like that. Like they have invented a lot of word stuff like that. (DU ISH 102)

These differences in word choice or phrasing creates a gap in the communication shows lack in grammatical competence ([Canale & Swain, 1980](#); [Hymes, 1972](#)) which can create a feeling of alienation in the Bangladeshi students. Almost all the participants have mentioned that they have felt left out in the conversation with the natives. Regarding feeling left out because of the language barrier, Rodhela said,

... sometimes I wouldn't just be able to catch up with them because I wouldn't like hear the words clearly so sometimes I feel left out. (DU ROD 68)

This feeling of being left out is not only caused by lack of discourse and strategic competence, ([Canale & Swain, 1980](#); [Hymes, 1972](#)), but can also be caused by cultural differences. Not everything is common in every culture, so there are some cultural aspects that are unfamiliar to people of other cultural backgrounds and show disparity in sociolinguistic competence ([Canale & Swain, 1980](#); [Hymes, 1972](#)), Aman shared his experience of being left out in a conversation saying,

Yes, because when they talk about their stuff, it's tough to relate. For example, in America, there is a football that is named as rugby. So they have their own football game, which is rugby. But first of all, I misunderstood the stuff. Secondly, they're pretty passionate about the rugby games. So, it is their cultural stuffs when they talk about. We can't blend in because we do not have that feeling. You know, we do not necessarily like that. So it's tough to know lots of stuff and blend with them in the social conversation. In those circumstances, you can easily get, like, feel left out. (DU AMA 64)

The difference in culture indicates different sociolinguistic norms and with sociolinguistic norms, a country can be of high context culture like Bangladesh and other Asian countries ([Kittler et al., 2011](#)), or low context culture like USA, Canada, UK, and Australia ([Hall, 1976](#)).

Because of this sociolinguistic disparity students face challenges to understand context of conversations that are not explicitly stated. This shows their lack of sociolinguistic competence ([Canale & Swain, 1980](#); [Hymes, 1972](#)). The participants of this study also shared that they faced problems regarding following instructions by the natives because the outcome was not what the natives expected because the natives convey less details and Bangladeshi students cannot fully understand them. Aman shared his experience sharing,

It happened a few times when I was working because like there are some times when people just expect you to understand what they're saying and they just because we know English they think that whatever accent they're speaking in you will be able to understand and a few times I was instructed to do something and I was not quite sure what they wanted me to do so there were some like incidents where I was not 100% sure that I was doing the right thing and I was like misunderstood a few times but it wasn't like a big deal but it happened. (DU AMA 56)

On the other hand, natives misunderstand Bangladeshi students' instruction or stories because of the difference in explicitness of delivering information. This is often caused as Bangladesh is high context culture and the native English-speaking countries are low context cultures so students do not understand the level of information they have to deliver, or they might not get proper words to express it. Rodhela faced this problem because she was not confident enough to fully express the meaning with right choice of words. She said,

I think it happened like sometimes during the group works we were like as master's students we are expected to read a lot and make our own assumptions or like we were encouraged to state our opinions so most of the time if I was in a group of students who are mostly basically like native Americans or native English speakers I would say

sometimes they just missed the point I was trying to make because I was not very confident and I was not able to say what I was trying to say. (DU ROD 42)

These intercultural communication difficulties are also caused because of the differences of directness in high context culture and low context culture. High context culture may avoid mentioning subjects directly for the whole message, while low-context culture prefers to go straight to the point ([Hall, 1976](#)). Native English speakers usually go straight to the point, but Bangladeshi Non-native speakers generally beat around the bush. Rosa shared her insights by saying,

Yeah, the biggest difference, I would say, people here are very much straightforward. For example, if you are asking for a particular person, if they have time on this particular day, if they want to hang out or go somewhere, if they have time, they would straightforwardly say, yes, we can go. And if they do not have time, they will say, no, I do not have time, let's plan for another day. But in Bangladesh we say let's see, which after coming here, I am understanding that is quite a bit irritating. We see this thing a lot. You do not understand. If someone asks us something, the first thing we say is, let's see. If I say in Bangladesh, it would be like, okay, let's see. But here, it's actually a bit irritating. You are keeping a person waiting for an answer, like a right answer. So yeah, this is the biggest difference I've noticed. And I'm also understanding it's not a good thing. (DU ROS66)

This directness of conveying message also shapes communicative culture. Hence, it can be seemed that high context cultures support collectivism and low context cultures support individualism ([Merkin, 2015](#)). This situation is also reflected in the participants' interviews. Rodhela said,

I would say yes because people here are like the culture here is a little different than Bangladesh. Here people are more independent and like I do not know like how to say it but people here are like they whatever they want to say or however they want to communicate they're very independent in that, so I do not think they have like shared meaning of words or communication like how we have in Bangladesh. (DU ROD 72)

So, Bangladeshi students not only faced challenges regarding the language, but also sociolinguistic challenges which are caused by different cultural features. This disparity in sociocultural features also brings differences in sociolinguistic norms. Tasin projected his experience of encountering new sociolinguistic norm by saying that using the word “waiter” for restaurant staffs is regarded offensive in Australia. He says,

If you call someone a waiter in Australia, especially in Melbourne, you would be in very big trouble, like that would be very rude of you. So, they use, front of house staffs. So, in a restaurant, they say front of house and back of house. So back of house means the kitchen and front of house means the waiter and other staffs who's going to take your order. And suppose you have dishwashers, like people who wash the dishes at restaurants, they call them dishes, not dishwasher. They call them dishes and that's an informal way, but a very polite way they call them kitchen porters. (DU TAS110)

Munmun also added another different sociolinguistic norm of using the term “First nation people” for certain native Australian people as the word “aboriginal” is considered rude and offensive there. She says,

There are like lots of social way of saying things here in a sense that, uh, like, since like Australians have very, uh, history with um, the first nation people here, so, the way to address them I had to like learn. You cannot like call them aboriginals. You cannot call them aboriginal people, you have to call them first nation people. So, we had to do a

full course on that when we first came here because they are like very important part of the society and like it's really important you know to talk about them and its respectful. So, there are few social cues that you have to know. (DU MUN 76)

Apart from these, almost all the students have mentioned how differently they address their teachers or bosses or senior in native English-speaking country than in Bangladesh. Saira commented,

It's very different here from Bangladesh because here we call our teacher according to their last name or first name. It's not a very big issue. We do not have to call them with ma'am or sir. I have one teacher. Her name is Sasha. So we used to ask her, Miss Sasha, can I do that? Or can you please give me that lecture sheet? But in Bangladesh, it is strictly we have to follow. We can't address them in their name. We have to call them ma'am or sir. So, it is a big difference here. (DU SAI 74)

Apart from facing all these barriers, Bangladeshi non-native English speakers also face negative criticism or discrimination from the native English speakers. Hana explained by saying,

So it's not, you know, they don't yell at you. They just insult you in a very polite manner. So I think one offended comment I got, and after that I got very offended. And yeah, I think that was the moment I started realising that, yeah, there is a language barrier I have (DU HAN72).

Facing these negative criticism breaks one's self-efficacy ([Baron,1988](#)), for which one might lag behind in learning the language in the proper way and have hampered communicative competence.

4.3 Self-efficacy Strategies Used by Bangladeshi Students to Transition into Native English-Speaking Context

When Bangladeshi non-native English-speaking students move into a native English-speaking country, they face a lot of new things including the barriers that affect their adaptation to the new cultural and linguistic environment. Almost all the participants mentioned that they lacked confidence to communicate with others in English when the first arrived in the country they study. It happened because Bangladeshi students are afraid of making mistakes ([Kabir, 2014](#); [Rahmi, 2024](#)) as they get negative criticism rather than positive feedback ([Rahmi, 2024](#)). As verbal persuasion and emotional arousal are both crucial sources of self-efficacy ([Bandura, 1977](#)), negative criticism and judgement destroy students' self-efficacy. This phenomenon can be seen in the participants' experience also. Rodhela shared her experience by saying,

Yes a lot I still like face that as I said I have like social anxiety so whenever I want to say something I always like keep thinking about it in my back in my mind like what if I say something and they misunderstand me or what if they judge me or what if my pronunciations are not right so this is like a constant fear for me. (DU ROD60)

As almost all the participants had lack of confidence to communicate in English in the native English-speaking context, it indicates that they had low self-efficacy ([Bandura, 1994](#)) regarding their spoken English. To enhance their ability to speak in English, students opted some strategies which boosted not only their self-efficacy and confidence in spoken English but also their English-speaking proficiency. The students focused on enhancing their communicative competence and opted for many strategies. Different self-efficacy strategies which are employed by students are discussed in the following subsections.

4.3.1 Exposure to Native Media Contents

As mentioned in the previous section, students face many challenges regarding coping into the new sociolinguistic context because of the cultural disparity and variety of different accents. To get familiar with the culture, accent and vocabulary, students often watch native movies, videos on YouTube, listen to podcasts, read newspapers or stories. Tasin explained his self-efficacy strategy to improve his communicative competence by stating,

So, when I started reading the local newspaper, then I started learning about the Australian culture and what they care about. So, I know the daily life things that's happening around me. And also, after listening to the podcast, I understood a lot of cultural things as well that I can use in a conversation. Like, for example, the story of Hansel and Gretel. Or you have the story of the Red Riding Hood.

So I started listening to podcasts and how these stories actually mean to the native English speakers. Afterwards, when I started speaking to native English speakers and I started using these proverbs and figures from their stories. As a way to communicate. Then they actually liked it and they were more responsive. And I felt good about myself as well. So I started doing that again and again until you kind of perfect it in your own way. (DU TAS 124)

As Tasin mentioned that following these strategies made him approachable towards the natives and he felt good about it, it indicates that these strategies built his communicative competence by enhancing his self-efficacy as emotional arousal is one of the key factors that shape self-efficacy ([Bandura, 1977](#)). Moreover, in the earlier findings we found that students feel left out in conversations with natives due to cultural mismatch. Reading local stories like “Hansel and Gretel” and being updated about current affairs of the locality can help students to get familiar with the local culture and help them to have a common ground to discuss with the natives.

Besides podcasts, local media contents like movies, series, shows and newspapers also help students to understand social cues and communicative aspects of the new sociolinguistic culture. As the students see those communicative aspects or social cues used by the natives successfully in the local media, Bangladeshi students' self-efficacy is therefore strengthened by the vicarious experience ([Bandura, 1977](#)). Thus, they adapt in the new sociolinguistic environment while transitioning from non-native English-speaking context to native English-speaking context.

4.3.2 Practicing Spoken English

Following this pattern, students also employ other self-efficacy strategies to cope in the new linguistic environment. Students have also mentioned talking to natives as a form of practicing spoken English and searching the word meanings later if they do not understand. Ishman postulated

So firstly, talk with the people. That's a good strategy. Talk with the native speaker. Practice more English with the native speaker. Whatever you don't understand, search it on Google. This strategy is basically, yeah. And also like if you're not good in English, try to listen to the English stuff. Podcasts, whatever like series, whatever things with. Yeah, that's that. (DU ISH 104)

Although talking to natives is a way of practicing English while boosting one's self-efficacy, this can also be challenging as the new variety of English might not be fully understandable, in this case students can lose their confidence and self-efficacy of communicative English. In this case they again use self-efficacy strategies to cope up in the situation. Almost all the participants mentioned that they ask the speakers to repeat their sentences or ask for clarification. When Saira was asked what she does when she does not understand what native or other non-native person is saying, she said,

I just said, I'm sorry, can you repeat the question again? (DU SAI108)

Apart from asking for repetition, students also mentioned that they pretend to understand what they are saying if the topic is not important, but they avoid this in academic settings. Adnan said,

... because sometimes there is um, they are speaking and I don't need to understand that so I say yeah, okay, got it and leave the conversation there because I don't need to understand the conversation it's not logical for me. (DU ADN80)

Students also mentioned instances where the natives do not understand them because of different accents and natives use different idioms and words ([Lee & Baese-Berk, 2021](#)). In this case, they try to understand the situation or try to put more appropriate words. Aman explained,

If I couldn't understand stuff, asking them, that's one thing. If I feel like they are not understanding me, then I try to be more slow and try to put more appropriate words and other stuff. So, I think doing this back and forth helps to cope with it. (DU AMA90)

All the students stated in a positive way that they understand the fact that native accents and non-native accents are different. Other than differences in accents, varieties of English may have different pronunciation, wording and speech rate. ([Lee & Baese-Berk, 2021](#)). Now, to adapt in the native English-speaking context, students have to learn these new pronunciation and speaking fast like natives requires ample knowledge about wordings in native English. Students gain knowledge of new lexicons and pronunciation using various apps or searching on Google or YouTube. Tasin postulated,

...And also, I use another app. It's a vocabulary app. So, it kind of gives me 10 words every day. So, to improve my vocabulary (DU TAS102)

Almost all the students mentioned that they have now faster speech rate comparing to the time they first arrived in the native English-speaking country to cope in the native English-speaking context as the natives have higher speech rate. Adnan explained his experience by saying,

I changed the type of the accent I use because I was slower I used to speak more normally in but after coming here I started speaking faster more faster than I used to speak in my country you know in Bangladesh, but after coming here I try to speak faster I try to make more I try to learn more words by listening to the words they are speaking in. (DU ADN98)

Students trying to speak like the natives and changing their accent or speech rate is part of strategies to boost their self-efficacy as they see others talking in native accent with faster pace successfully communicating with other native or non-native speakers. This process is vicarious experience which is one of the sources of self-efficacy ([Bandura, 1994](#)) where the students see others how they talk and then follow their shoes to ace that certain task- here that is communicating like the natives.

All these shows that students did not give up on coping while transitioning into the native English-speaking context from the non-native English-speaking context which is a strategy of enhancing self-efficacy ([Withy, 2019](#)). These self-efficacy strategies reflect students' persistence and resilience as they did not quit communication in the native English-speaking context.

4.3.3 Psychological Factors

One of the major sources of self-efficacy is one's psychological state and their inner motivation ([Bandura, 1977](#)). The non-native English-speaking students faced a lot of difficulties while transitioning from non-native English-speaking context to native English-speaking context, but from the findings we see that they did not give up. Although they were not confident enough

to communicate in the native English-speaking context in their initial days of moving abroad, but gradually they regained their confidence. Students being consistent in overcoming communicative difficulties indicates that they have used strategies to develop high self-efficacy ([Withy, 2019](#)). From recent studies we have also known that one's own psychological state is interpretation of information derived through their own senses or perception ([Waddington, 2023](#)). So, students' own psychological state and self-motivation depended on the perception they have on the situation which played a crucial role to adapt in the native English-speaking context. Students were asked what helps them to continue communication even when they face communication barriers like making a mistake while communicating and the students' replies revealed that they accept that mistakes can happen and conceal the mistake with confidence. Students also shared that the natives are open minded enough to overlook communicative mistakes and do not give negative criticism for making mistakes in communication. Munmun disclosed her experience by stating,

I feel like there's no right or wrong communication. Its easy in the sense that even if you make mistakes that's fine because you're just trying to communicate and if somebody doesn't get you that's fine too. You can just always say something again. So, that's quite easy because... specially here because the culture is different. There's, nobody will misunderstand if you say something wrong so, you don't feel less confident in talking. As opposed to Bangladesh like, even if you meant something in a good way and they don't like the tone, and you would be misunderstood completely. But here, like even if you say something really bad, and you would be like oh, I had no idea it meant that, there you go it clears right away. Why would you ever fear talking right? (DUMUN122)

Negative criticism can break one's self-efficacy and confidence ([Baron, 1988](#)), therefore the negative judgemental environment of Bangladeshi classroom ([Rahmi, 2024](#)) lowered students'

self-efficacy and confidence ([Kabir, 2014](#)) which is again raised by the friendly environment ([Sumarsono & Mbato, 2021](#)) of native English-speaking context. Students' self-efficacy is built by not only these extrinsic psychological factors but also by regulating their inner emotions and psychological factors ([Mills et al., 2006](#); [Trpcevska, 2017](#)). The findings revealed that students managed their negative feelings like anxiety while communicating by taking a moment to calm down and continue to talk again. Adnan revealed his strategy to calm down by saying,

um I just take a deep breath and start to talk again it helps. (DU ADN90)

Students' strategies to calm down may vary. For example, Munmun takes few moments and then starts talking again to fight nervousness while communicating. She said,

To be honest, I don't know. I just stay quiet for a bit to like calm down and then I would try to talk again. Because its really hard to manage nervousness so I feel the best is to talk less when you're nervous rather than talk a lot. (DU MUN142)

Hana also has different strategies to calm down as she nods and smiles to make anxiety undetectable. She explained,

When I feel anxious, I just nod. I nod and I smile. So it's very difficult to understand when I'm anxious or when.. I'm just not listening. (DU HAN 112)

Although their strategies differ, their main goal remains the same- to regulate their negative emotion and boost their self-efficacy of communication in the native English-speaking context. Additionally, students also shared that they often motivate themselves with verbal persuasion which is also a key source of self-efficacy ([Bandura, 1977](#)). Saira shared her self-efficacy strategy by saying that,

I stand in front of the mirror and I say that I can do it, I can do it. I just do that. (DU SAI 134)

Students opted for self-motivating strategy because there is no other extrinsic motivating factor which would have given them verbal persuasion which is crucial for boosting self-efficacy or in other way, their communicative competence in native English-speaking context. Fabiha stated,

Every day when you come in a new country you have to motivate yourself every day because here no one else will motivate you so I have to do it every day every morning that it will get better even I just try to recall when I came it was worse but now it came better so it will eventually be better in the future so this is how I always motivate myself. (DU FAB98)

Moreover, students are also found to be optimistic about facing their future challenges. Ishman portrayed his confidence by postulating that,

Yeah, I can handle the future communication. Because like right now I'm in the stage of intermediate, like I surpassed the beginner one. Like I'm now, I am confident that I'm an intermediate speaker. So yeah, probably I can handle that. (DU ISH146)

the findings showed that the students were not confident in their initial days of transitioning from non-native English context to native English-speaking context, but they are now confident enough to face present and future communicative challenges. This indicates that their self-efficacy has also increased as confidence and self-efficacy is co-related ([Bandura, 1994](#)). And thus, it helped students to adapt in the new sociolinguistic context because without employing their self-efficacy strategies, students would not have been able to overcome the communicative challenges they have faced since people with low self-efficacy ignore challenging tasks ([Withy, 2019](#)). So, it is critical that Bangladeshi students employ their self-

efficacy strategies to transition from non-native English-speaking context to native English-speaking context.

4.4 Chapter Summary

This chapter discusses the findings of the study according to the research questions. The first research question addresses the communicative challenges that Bangladeshi students face while transitioning to native English-speaking countries. The second research question addresses their self-efficacy strategies for overcoming the challenges to adopt into the new sociolinguistic context.

Regarding the communication challenges, the findings show that Bangladeshi non-native English-speaking students face communicative challenges mainly because of different accent and different sociolinguistic norms. The communicative challenges begin because they had little exposure to communicative English in classroom and in social life when they were in Bangladesh, and as a result, they found it difficult to communicate in class at first. Then students found it difficult to comprehend different native and non-native English accents. Non-native English accents are not only different in accent but also in terms of pronunciation of certain words. Some non-native accents that students found hard to understand are Chinese, French, Korean, Arab, Nigerian and so on. In terms of native accents, students reported that the natives speak faster and they use different words that they were not familiar with beforehand. Natives often use short form of certain words, or slangs most of the time which were unfamiliar to the Bangladeshi non-native English speakers as well. Moreover, as the native English-speaking countries have different culture, they have different sociolinguistic norms as well. Use of certain words that are normal to use in Bangladesh may be offensive and rude to use in certain native countries. Besides, their formal etiquettes regarding language usage is also different from Bangladesh which students found confusing at first. Additionally, in terms of communication context, Bangladesh is a high context culture where communication

rely heavily on background information and avoid mentioning subjects directly for the whole message. On the other hand, native English-speaking countries are low-context culture, and they usually go straight to the point not expecting beating around the bush. This disparity in information exchange while communicating often creates misunderstanding.

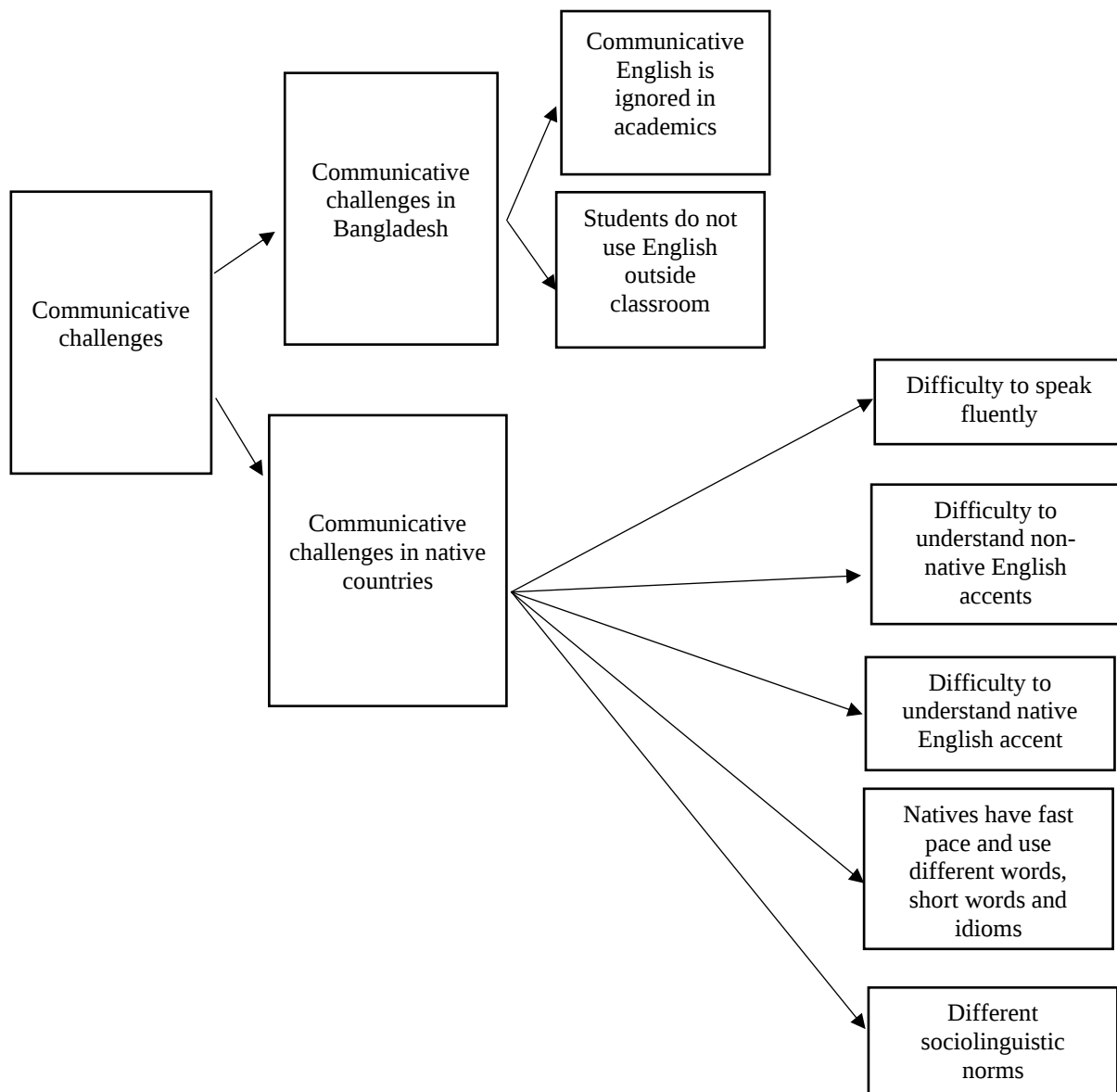


Figure 3: *Communicative Challenges Faced by Bangladeshi Students while Transitioning to Native English Countries*

Now to overcome these communicative challenges, students employed their self-efficacy strategies to cope. To understand native accents and sociolinguistic norms, students exposed themselves to native media contents like podcasts, movies, news, books etc. Students also practiced speaking with the natives to speak fluently in their accent and pace. Apart from these tactics, students also focused on their psychological states. As non-native English is different from native English, students accepted that they could make mistakes while communicating. Students also controlled their negative emotions like anxiety, fear, embarrassment and so on while communicating. Being alone in a new country, students understood that they needed motivation to move forward and if it does not come from anyone else, they have to motivate themselves. Facing all the challenges and holding their ground to adopt in the new sociolinguistic society, students also stayed confident about facing future problems regarding communication. All these strategies helped students to enhance their self-efficacy and adopt in the native English-speaking countries.

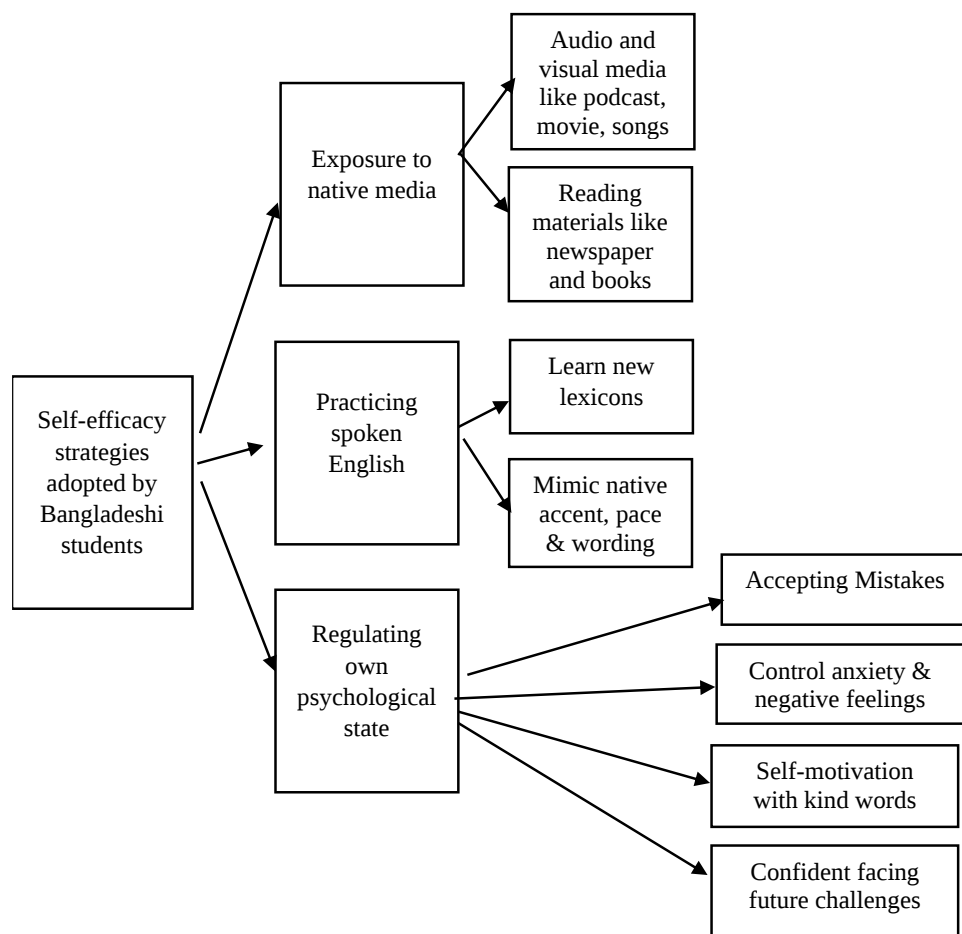


Figure 4: Self-efficacy strategies adopted by Bangladeshi students to transition into native English-speaking countries

Chapter 5

Conclusion and Recommendations

5.1 Introduction

This concluding chapter aims at discussing the implications and recommendations for teachers of academic English courses and spoken English courses, especially in ESOL contexts. The study attempted to fill the gap of knowledge about the challenges faced by Bangladeshi students while transitioning into native English-speaking context and what self-efficacy strategies do they employ to transition from non-native English-speaking context to native English-speaking contexts abroad.

The research questions that this study attempts to answer are:

3. What challenges do Bangladeshi students face while transitioning from non-native English-speaking context to native English-speaking context in terms of communication?
4. What self-efficacy strategies do Bangladeshi students employ to adapt and communicate in the new society?

5.2 Contribution of the Study

5.2.1 Implication for Knowledge

Existing scholarly literature have gone through the challenges non-native English speaking students face ([Lee & Baese-Berk, 2021](#); [Li, 2024](#); [Shamsi & Osman, 2022](#);) academically while adapting in native English-speaking context. Moreover, the existing scholarly literature on non-native English-speaking students' self-efficacy regarding English language usage in native English speaking context focuses on their educational and career perspectives ([Artino Jr., 2012](#);

[Genç et al., 2016](#); [Hoose, 2020](#); [Lopez-Garrido, 2023](#); [Withy, 2019](#)) discussing self-efficacy's positive impact on English language learning in non-native English-speaking context ([Genç et al., 2016](#); [Goetze & Driver, 2022](#); [Raoofi, 2012](#); [Withy, 2019](#)) and how it shapes students' communicative competence ([Genç et al., 2016](#); ; [Islam & Stapa, 2021](#); [Raoofi, 2012](#); [Yan & Berlin, 2011](#)). However, very few studies have been conducted on Bangladeshi non-native English speakers' transition to native English-speaking context and their self-efficacy. The current study attempts to bridge this gap of knowledge and explore the challenges that Bangladeshi non-native English speakers face while communicating in a native English-speaking context and see what self-efficacy strategies they use to improve their English communicative competence to adapt in a native English-speaking context.

5.2.2 Implication for Pedagogy

The findings of this study provide valuable insights for educators, curriculum designers, and language instructors working with ESOL learners. The study showed that the academic English language teaching till higher secondary in Bangladesh seemed to overlook the importance of communicative competence and ignored CLT or other teaching methods that help to improve students' speaking skill or communicative competence, which impacted students' self-efficacy in English speaking. This study also highlights the need of learning components of communicative competence like sociolinguistic competence, discourse and strategic competence alongside having linguistic proficiency to adapt in a native English-speaking context for non-native English speakers of any country.

5.2.3 Implication for Theories

The theories used in this study are Canale & Swain's communicative competence model ([1980](#)) which was based on Hymes' communicative competence theory ([1972](#)), Albert Bandura's self-efficacy theory ([1977](#)) and Edward T Hall's intercultural communication theory ([1973](#)). The

combination of these three theories created the concept of transitioning from non-native English-speaking context to native English-speaking context using self-efficacy strategies. If only Hymes' communicative competence theory (1972) and Edward T Hall's intercultural communication theory (1973) were used, what strategies students used to enhance their self-efficacy and cope in the new environment would have been unknown as these theories do not talk about one's coping mechanisms. That is why the study purposes to have a combination of all three of the theories to make the result fruitful.

5.2.4 Implication for Society

This study has great societal implications particularly in context of globalisation and increasing student mobility. As more Bangladeshi students or students from other non-native English speaking countries pursue their higher studies and get career opportunities in native-English speaking context, the need to understand their transitional challenges become crucial. This research highlights the differences in communication style based on cultural differences and promotes awareness about intercultural communication barriers. By highlighting these, this study helps us to understand different sociolinguistic aspects. Additionally, the study contributes to reducing linguistic discrimination and stereotypes by demonstrating that communication difficulties are solely not due to linguistic competence but are deeply rooted in sociocultural differences.

5.4 Recommendations

Based on the findings of the study, a number of recommendations are made:

- The study calls on the policy makers in non-native English-speaking countries to bring a change in the syllabus and curriculum of their educational institutions. If the

educational backgrounds of students lack the practice of spoken English, they will have difficulty to cope in native English-speaking contexts suddenly.

- Teachers should help to create a supportive and non-judgmental learning environment where students feel safe to make mistakes. Positive reinforcements and constructive feedback can significantly enhance learners' belief in their abilities, which is their self-efficacy.
- Students should encourage their peers to communicate in English alongside their mother tongue to enhance their communicative competence.
- Students should not only rely on academic textbooks to enhance their linguistic knowledge, they should read more books and watch informative documentaries, movies or series of different native English-speaking countries so that they can not only gain knowledge but also get familiar with different varieties of English.

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Appendix A. Letter of Consent for Participants

Dear participants,

My name is Syeda Sumaia Zarnaz Huq. Currently, I am pursuing my master's in BRAC University, Bangladesh. My thesis research topic is "Self-Efficacy Strategies Used by Bangladeshi Students Studying in Native English-Speaking Countries" The main aim of this study is to explore the challenges that Bangladeshi students face to cope in native- English speaking context and how they cope using their self-efficacy strategies. For being a part of the study, you must attend an interview. The interview session will be recorded and only be used for the purpose of the study and will not be disclosed to anyone. Your participation would be anonymous, and a Pseudonym would be used instead of your name.

Research Participation Consent Form

Please read the following statements and write (Yes/No) in the box.

1. I have read the description and understood the information _____
2. My participation is voluntary and I feel free to withdraw at any time _____
3. I agree to take part in the recorded conversation _____
5. The researcher has my permission to contact me through the following phone number or email address for any clarification after the completion of data collection _____

Name &/ Signature :

Date:

Phone No:

Email address:

Appendix B. Interview Questions

Interview Questions (IQs)	Background Information	RQ1	RQ2
1. Can you please tell me where you live now and what do you study?	X		
2. Please share your educational background. What was the medium of instruction in your school/high school? And undergraduation	x		
3. When was English introduced as a subject in your school?	X		
4. Do you have a special habit of reading English books, watching English movies, listening to English songs?	X		
5. How was English speaking taught to you in the English class in school?	X		
6. What is your IELTS Score?	x		
7. How often did you speak in English in your undergraduate classes?	X		
8. How often did you speak in English outside the classroom when you were in Bangladesh?	X		
9. Why did you decide to pursue studies in a native English-speaking context?	X		
10. What is your age? At what age did you move abroad?	X		
11. How would you describe your confidence in using English before coming here?	X		
12. When you first arrived, did you understand their accents?		X	
13. When you first arrived, were you able to speak fluently?		X	
14. Did the natives understand your accent when you first arrived there?		X	
15. What types of communication challenges did you face in terms of academics? (class discussion, presentations, asking questions)		X	
16. Did you face any bias (discrimination) regarding your English accent?		x	
17. Can you share an instance where you assumed a classmate or colleague understood your meaning based on		x	

the situation, but they completely missed the point because it wasn't explicitly stated?			
18. Do you feel that the English you used in Bangladesh creates problems with the English you encounter there?		x	
19. In meetings, do you find it difficult when the team jumps straight into the agenda without any informal 'small talk' or personal check-ins?"		x	
20. Have you ever felt that people there are overly blunt or even rude in their feedback? How do you respond, and do you feel comfortable addressing it directly?		x	
21. Have you ever felt misunderstood or hesitant to speak in academic or social settings? Can you describe such experiences?		x	
22. Can you describe a time when you followed someone's literal instructions exactly, but the outcome was not what they expected? How did you realise the literal words didn't capture the full intent?		x	
23. Have you ever provided feedback or made a suggestion that you felt was polite, but your group mates or colleagues found it too vague or confusing? How did you adjust your level of directness afterward?		x	
24. Did you face challenges understanding what is socially appropriate to say in different situations here? How did you handle them?(formal vs informal speaking – politeness strategies – addressing teachers vs friends)		x	
25. Did you face any fear of judgement or anxiety, while communicating in the country you study?		x	x
26. Have you ever felt a lack of confidence while communicating in the country you study?		x	x
27. Did you ever feel left out while having a conversation with the natives because of the language barrier?		x	
28. Have you noticed any differences in how directly people communicate there compared to Bangladesh?		x	
29. In Bangladesh, people often rely on shared understanding and unspoken meaning. Do you feel communication here is different in that sense?		x	
30. When you struggled with the grammar, vocabulary, or pronunciation in conversations, what did you do to manage		x	

or improve? How are they different from the English we use in Bangladesh?			
31. What strategies do you use to improve your communication and adapt to the English-speaking environment? (Practicing with friends/ Watching native English contents/Seeking help from teachersUsing apps or digital resources)			x
32. How do you cope when you do not understand something someone says?			x
33. Do you ever pretend to understand rather than asking for repetition or clarification?			x
34. What helps you to continue communicating even if you make mistakes?			x
35. Have you developed any personal routines or habits that help you feel more confident in communication?			x
36. How confident do you feel now in communicating in academic and social settings compared to when you first arrived?			x
37. Do you ever practice speaking while imagining any particular situation to adapt to the native English speaking context?			x
38. When you faced communication difficulties here, what did you personally do to deal with them?			x
39. Can you describe a situation where you struggled to communicate but eventually managed to handle it? (What steps did you take?)			x
40. Did you practice English in any specific way to improve?			x
41. When you feel nervous or anxious while communicating, how do you manage those feelings?			x
42. Did you ever motivate yourself mentally to keep trying? How?			x
43. How do you handle embarrassment or mistakes in communication?			x
44. Did you change your communication style (tone, speed, vocabulary) to adapt? How?			x

45. Looking back, which strategies helped you the most in overcoming communication barriers?			x
46. Do you think you can handle future communication challenges confidently? Why or why not?			x

Appendix C. Notational Convention

1. I: Researcher
2. R: Respondent
3. ... pause or stop talking for a short time
4. DU Discourse Unit
5. DU AMA10: DU <space> student name's first three alphabets <space> number

DU NAZ 18 refers to Nazmul's DU number 18.

Appendix D. Sample Transcription of a Participant

No.	Part.	Questions and Answers
1	I	Let's start the interview. Can you please tell me where you live and what do you study?
2	R	I'm currently living in Syracuse, New York and I'm studying Masters in Science in Teaching and Curriculum.
3	I	Can you please share your educational background in Bangladesh? What was the medium of instruction in your school, high school and undergraduation?
4	R	The medium of instruction back in Bangladesh was mostly in Bangla but during my undergrad like we had the flexibility of answering in Bangla and English but I most of the time I took the exams in English.
5	I	Which university did you go in Bangladesh?
6	R	University of Dhaka.
7	I	When was English introduced as a subject in your school?
8	R	It was like maybe in back in I actually don't remember correctly but as like much as I remember as soon as I started schooling English was always a subject.
9	I	Do you have any special habit of reading English books or watching English movies, listening to English songs?
10	R	I don't read much English books but I watch a lot of English series, movies. Yeah, that's it.
11	I	How was English speaking taught to you in the English class in school?
12	R	We were mostly taught like the basic grammars. We are never taught how to like speak fluently or anything. We are just reading or maybe like learning the basic grammars, that's it.
13	I	Would you mind sharing your IELTS Score?
14	R	It's 7.5.
15	I	. Wow, that's great. How often did you speak English in your undergraduate classes?
16	R	In my class, I don't think I have ever spoken in English besides maybe in one course. There were one or two courses that I took that was basic English 101 and that's it.
17	I	Sorry One question I didn't ask, what was your subject in undergraduation?
18	R	It was STEM education. It's science, mathematics, technology and engineering education.
19	I	Can you tell us the name of your degree?
20	R	It's education. It's BA in education.
21	I	How often did you speak in English outside the classroom when you were in Bangladesh?
22	R	I would say like sometimes when I was like maybe talking with my friends or maybe sometimes when I was talking to my relatives who don't like speak English, speak Bengali or something but I didn't like speak much English back in Bangladesh.
23	I	Why did you decide to pursue studies in a native English speaking context?
24	R	It was like purely out of interest and I always thought I literally basically grew up watching all the English movies and series and everything so it was like I thought it would be like really easy for me so that's why.
25	I	Would you mind sharing the age you moved abroad?
26	R	I was 24.
27	I	How long that was ago?
28	R	I turned 25 last year so I'm currently 25. It was like I moved to like six months ago.

29	I	How would you describe your confidence in using English before going there?
30	R	I wasn't like much confident. I knew that I know how to speak or I was like maybe a little fluent but if I want to talk about my confidence level it was maybe like zero.
31	I	When you first arrived did you understand their accents?
32	R	Most of the accents I understood but when like they start talking to you like you they expect you to understand English so sometimes you just miss some points but most of their their conversation and accents I could understand.
33	I	When you first arrived were you able to speak fluently?
34	R	I wouldn't say I was able to speak fluently but I would say I was just decent. I was understandable.
35	I	Did the natives understand your accents when you first arrived there?
36	R	I think it's I try to like speak some maybe some words and pronounce some words how they pronounce it but like a lot of time they just don't understand a few words and I have to like repeat them a lot.
37	I	What types of communication challenges did you face in terms of academics like class discussion, presentation or asking questions?
38	R	So in all of my classes there's a like huge cultural difference like back in Bangladesh we have like this very formal classroom environment and we are not like encouraged much to speak but here students are expected to speak a lot the more you speak the better so it was a challenge for me at first to talk a lot and teachers are and the like most important part even if they don't understand you or maybe you don't you are not able to convey what you're trying to say but they encourage you to talk a lot and ask questions so initially it was a big challenge for me because sometimes I would forget a few words and I wouldn't just instantly remember what to say so this was a big challenge for me.
39	I	Did you face any bias regarding your English accent?
40	R	don't think so because like all of my faculties they are like really really nice even though I was a little slow or maybe sometimes they wouldn't understand a word I say but they're always very patient and always was encouraging me to talk so I don't think I had like faced any biases.
41	I	Can you share an instance where you assumed a classmate or colleague understood your meaning based on the situation but they completely missed the point because it wasn't explicitly stated?
42	R	I think it happened like sometimes during the group works we were like as master students we are expected to read a lot and make our own assumptions or like we were encouraged to state our opinions so most of the time if I was in a group of students who are mostly basically like native Americans or native English speakers I would say sometimes they just missed the point I was trying to make because I was not very confident and I was not able to say what I was trying to say. It happened like two or three times.
43	I	Do you feel that the English you used in Bangladesh creates problem with the English you encountered there?
44	R	I'm not sure but there is like this one problem that in Bangladesh we were not explicitly taught British or American English we just use mixed English so sometimes maybe a few words that we speak are British English that Americans literally don't understand and other than that I don't think there are much like difference or any kind of obstacles.
45	I	In meetings do you find it difficult when the team jumps straight into the agenda without any informal small talk or personal check-ins?
46	R	I don't think so because I haven't faced anything like that.
47	I	In group works or meetings you usually have small talks or personal check-ins there?

48	R	Yes we do because like most of my classes are really small and as graduate students we always like have a little space to talk and then like jump to the main point or something so I never faced any challenges regarding that.
49	I	How do you respond or how do you feel addressing it directly?
50	R	I'm well I haven't met many people like that because most of the people I have met so far are like really really nice they are very respectful but I have encountered like one or two maybe like person who are like that they're like not I wouldn't say rude but they're like very direct in what they're saying so sometimes it makes me like a little overwhelmed and I try to be as polite as I can and that's it I think.
51	I	Have you ever felt misunderstood or hesitant to speak epidemic or social setting?
52	R	I don't I wouldn't say I was like misunderstood but I feel hesitated a lot I do hesitate because I'm an introvert and speaking in a different language that is not my native language is honestly a little tough and sometimes I feel like maybe I have to like if I don't pronounce it right they will not be able to understand and there was like instances where I just preferred not to say anything even though I knew I could I understand what they're talking about and I had like better answers or anything but I just didn't feel like talking.
53	I	Can you describe a time when you followed someone's literal instructions exactly but the outcome was not what they expected?
54	R	Do you mind repeating your question?
55	I	Can you describe a time when you followed someone's literal instructions exactly they what they said but they weren't expecting that they were actually meaning something else?
56	R	It happened a few times when I was working because like there are some times when people just expect you to understand what they're saying and they just just because we know English they think that whatever accent they're speaking in you will be able to understand and a few times I was instructed to do something and I was not quite sure what they wanted me to do so there were some like incidents where I was not 100% sure that I was doing the right thing and I was like misunderstood a few times but it wasn't like a big deal but it happened.
57	I	In that case how did you realise that literal words did not capture the full intent?
58	R	Well it was actually after I was done with what I was told to do and then when they're like no I didn't ask you to do this and I had to like can you repeat what you're saying what you said and I maybe they had to repeat themselves like two or three times and then I understood what they're saying or maybe I just took help sometimes I took help from like my other colleagues.
59	I	Have you ever provided feedback or made a suggestion that you felt was polite but your group mates or colleagues found it too vague or confusing?
60	R	No I don't think so. Okay, did you face challenges understanding what is socially appropriate to say in different situations there? Sometimes yes because like I know I speak English but the social standards and like the culture here is a lot different than what I come from so sometimes I think it became like a big big challenge for me.
61	I	Is there a formal and informal speaking same as Bangladesh like the polite strategies or for strangers, for teachers, students, friends?
62	R	It's like the complete opposite of Bangladesh I would say. So, I live in upstate and people here are in general -like really nice and they are I believe they're very respectful, very mindful of what they're saying. They just don't say whatever they want they're very like mindful of the person who they are talking to and even in classes the faculties and whatever the teacher or teacher assistant whoever there is they are like very very respectful. They always allow students to talk, they respect whatever you are saying

		and you feel like valued I would say but in Bangladesh people just seem to like ignore you a lot or say like things just directly on your face but here I would say people are in general a little nicer.
63	I	Did you face any fear of judgment or anxiety while communicating in the country you study?
64	R	Yes a lot I still like face that as I said I have like social anxiety so whenever I want to say something I always like keep thinking about it in my back in my mind like what if I say something and they misunderstand me or what if they judge me or what if my pronunciations are not right so this is like a constant fear for me.
65	I	Have you ever felt lack of confidence while communicating in the country you study?
66	R	Yes like most of the time
67	I	Did you ever feel left out while having a conversation with the natives because of the language barrier?
68	R	I wouldn't say no because like sometimes yes as they would like speak really fast and sometimes I wouldn't just be able to catch up with them because I wouldn't like hear the words clearly so sometimes I feel left out.
69	I	Have you noticed any differences in how directly people communicate there compared to Bangladesh?
70	R	Yes so people here are as I told you before in general nice but they would like to whatever they want to say to you or ask you or whatever conversation they want to do they are just like really direct and again respectful they wouldn't just say I would say like they are I don't know how to like say that but they don't like how what do we say that beating around the bush like the people in Bangladesh do they don't do that they just come directly to the point. Being respectful at the same time.
71	I	In Bangladesh people often rely on shared understanding and unspoken meaning. Do you feel communication there is different in that sense?
72	R	I would say yes because people here are like the culture here is a little different than Bangladesh here people are more independent and like I don't know like how to say it but people here are like they whatever they want to say or however they want to communicate they're very independent in that so I don't think they have like shared meaning of words or communication like how we have in Bangladesh.
73	I	Okay when you struggle with grammar or vocabulary or pronunciation in conversations what did you do to manage or improve?
74	R	I try to like follow how they speak a little because sometimes even if I'm trying to like pronounce things correctly they just seem to not understand so I just try to observe what how they're speaking or how they're communicating and I think that like helps a lot.
75	I	Is the grammar or vocabulary and pronunciation same as Bangladesh?
76	R	No I don't say that it's a lot different as I think I have said that before in Bangladesh we don't follow like a native American like words or British words we just use lots of mixed words. But here people use like lots of different words that I have never heard of but just because I watch like lots of English movies and series I think I am like I am able to understand it better than most of the people.
77	I	Can you share some unique vocabularies that are used in there but not in Bangladesh?
78	R	I cannot think anything right now but I think I'll be able to tell you later.
79	I	I can give you some instances in Australia they don't say breakfast they say brekkie so anything like that in USA?
80	R	I know there's a lot but just right now I cannot like even think one but but I promise I'll give you like some later.

81	I	What strategies do you use to improve your communication and adapt to the English speaking environment?
82	R	I've said I watch like lots of American TV shows as I think those like those shows just like make me feel a little more connected to these people and make me feel like maybe I'm just a little like I don't know what the words are again I'm sorry.
83	I	Do you practice with natives?
84	R	I wouldn't say I practice with them but I try to communicate with them and I think it helps when you try to like talk to them and sometimes even when like sometimes I'm like I don't know what the word is and when I try like I'm just constantly talking to them they seem to understand what words I'm missing
85	I	How do you cope when you do not understand something someone says?
86	R	I try to politely like just remind them that I'm not a native I'm not a native speaker and I just like ask them to repeat themselves.
87	I	Do you ever pretend to understand rather than asking for repetition or clarification?
88	R	Lots of time lots of time I think it's just easier when you're just not around and then I just ask my colleagues or someone else what they're saying.
89	I	What helps you to continue communication even if you make mistakes?
90	R	I'd say the environment here that even though sometimes I know I'm making mistakes people are not as judgmental as back in Bangladesh. They are like very patient and they like they're very good listener I would say so they just be they are like patient with you when you are trying to talk to them or communicate with them so it helps.
91	I	Have you developed any personal routines or habits that help you feel more confident in communication?
92	R	I think like talking a lot I try to like even if I know I might not be as fluent or I'm making like grammatical mistakes I try to talk and like with my friends with family and like friends in who are like Native Americans I try to just communicate with them and it helps me to like come up with new words and be like more fluent.
93	I	How confident do you feel now in communicating in academic or social settings compared to when you first arrived?
94	R	I'd say a lot more confident because I have like completed my first semester here and I think I like now I understand it like a little more little better than I used to and and again as I said my school is like really helpful so they just even even when I'm like I don't feel confident they just encourage me to do things and it makes me like more confident.
95	I	Do you ever practice speaking while imagining any particular situation to adapt to the native English speaking context?
96	R	I do because I'm an overthinker so most of the time even before starting a conversation I try to like practice what I'm going to say and I think it helps a little bit to like organise my words and everything.
97	I	When you faced communication difficulties there did you personally do what did you do you personally do to be deal with them?
98	R	I actually socially I made an effort to reach out to classmates and I tried to make more friends who are like international students and who are like Native Americans and I think it helped me.
99	I	Can you describe a situation where you struggled to communicate but eventually managed to handle it?
100	R	I think it was like during like the first class that I was in I was not like prepared I was not expecting that I would have to like introduce myself and I have to talk a lot so I was like struggling a little and eventually like after like few classes I was able to like talk and communicate like more more fluently.

101	I	So what steps did you take to manage the situations?
102	R	Most of the time I just try to like imagine what questions I might face or what conversations I'm I might like face so I just practice whatever my answer could be I think that helps a lot.
103	I	Did you practice English in any specific way to improve?
104	R	If I was like I wouldn't say there was like any specific way but again I'm referring back to the TV series and movies and I have followed like how they communicate and I find it really helpful and it's also like if you want to connect to the Native Americans culturally the TV series and movies helps a lot.
105	I	When you feel anxious or nervous while communicating how do you manage those feelings?
106	R	try to like write down what I'm going to say like most of the time when I'm trying to say something that is important I just try to write them down so I can just read it out loud so I feel less like anxious and more confident. Have you ever motivated yourself mentally to keep trying? I'm still doing that because speaking in a second language is really hard sometimes you just forget words sometimes you just are not able to convey the exact meaning or how you're feeling so I try to like motivate myself a lot and just like I most of the time I just talk to myself and what I could say how I would communicate and it helps me a little bit.
107	I	How do you handle embarrassment or mistakes in communication?
108	R	I think well if I like how we in Bangladesh most of the time why we don't speak English is because of the embarrassment because of the judgment and after coming here I realised that people really don't care much that you are making mistake they are like they are just trying to understand you so if you are like speaking slowly and maybe making mistakes as long as you are like able to say what you're trying to say it saves the embarrassment. But if and again what I'm saying it's like if you're confident nobody cares you're making mistakes because people make lots of mistakes here and even in my classes I thought I was the worst English speaker. I saw people who had like literally zero grammatical knowledge but they were able to say what and they're able to make people understand what they're trying to say and nobody judged them like for even for a second so that's what even if you feel like you're being judged and if you feel embarrassed then you will never be able to like speak freely.
109	I	Did you change your communication style in terms of tone or speed or vocabulary to adapt?
110	R	I do because like in academic settings there are words and like tones that I have to like it's not that I have to do it I just try to do it to fit in the classroom because most of like I say most of my classmates are Native Americans so I just try to speak or like follow how they are speaking and when I'm with my friends I just try to I like change my tones I speak more informally so it depends on where I am in situations I just try to adapt to that situation
111	I	Do they speak faster than us?
112	R	They do a lot faster.
113	I	Looking back which strategies helped you the most in overcoming communication barriers?
114	R	I would say for in academic settings I would say writing down and taking notes before class helped me a lot and if I'm talking about in informal settings I would say just making mistakes still speaking communicating as we know communication is this is the key here it's the same as as long as you're trying and trying to communicate you'll be fine.

115	I	Do you think you can handle future communication challenges confidently? Why or why not?
116	R	I think I would say I'm still learning so I would say I would be able to like face those better than how I used to but I'm not sure how much like more confident I am right now and how it will go I think I'll just see.
117	I	That's all for today. Thank you for your precious time.

Appendix E. Sample Coding

Coding of Munmun's interview						
Interview Question (1)	Subordinate key word 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 as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
When you first arrived, did you understand their accents? (IQ 12)	*Understanding native accent *having sociolinguistic and discourse communicative competence	*Understood English of other nationalities *Problem to understand native Australian accent *different phone calls in clinic	Yeah Because I'm in Melbourne and Melbourne is like more multicultural. So, uh, yeah and it is way more clear here but when you know, because I worked in a um, clinic, where I had to take a lot of phone calls and they would call from all over the country and some of their English were like really hard to get. Because um, where there is more white people they not, English is not clear. Their accent is really heavy. You have to keep on asking what they are saying.	Understood English of other nationalities but had problem to understand native Australian English accent	1 1	DUMUN38
When you first arrived, were you able to speak fluently? (IQ 13)	*Having Communicative competence	*being able to communicate in English	That was not a problem. Understanding might be problem sometimes but speaking was not that big of a problem	*Able to communicate with others fluently	1 1	DUMUN40

Appendix F Sample Theme Generation

RQ1:											
IQ18: Do you feel that the English you used in Bangladesh creates problems with the English you encounter there?											
Munmun (Aus1)	Tasin (Aus2)	Adnan (Aus3)	Saira (uk2)	Hana (uk3)	Rodhela (Usa1)	Aman (Usa2)	Ishman (Can2)	Fabiha (Can3)	Rosa (Can4)	Subthemes	Themes
*BD English creates problem *it is more formal and mix of American and British *problem understanding native English (DUMUN58)	*BD English is medieval/grammar-centric *problem understanding native English *Had to relearn English in a sort of way (DUTAS44)	*BD English creates problem as it is different. *Active adoption of Australian English required (DUADN40)	*Don't feel so *BD English Different than native English *problem in understanding native English accent and sentence structure (DUSAI46/48)	* Don't feel so * BD English Different than native English *problem in understanding native English accent and sentence structure (DUHAN42)	*BD English creates problem *BD English mixed British/American vocabulary *creates lexical confusion (DUROD44)	*BD English creates problem in listening due to inadequate listening practice in BD (DUAMA36)	*BD English creates problem *Different than native English *English more enriched/expressive than BD academic English (DUISH58)	*BD English creates problem *formal/textbook BD vs to informal/casual Canadian (DUFAB42)	*BD English creates problem due to encountering different accents (DUROS40)	*BD's mixed British/American approach creates lexical confusion **Bangladeshi English's formal, textbook-based, grammar-centric, *had to learn native english	*BD English creates problem because it is different *problems in understanding native English

Appendix G.1 Inter-Rater Reliability Table

	RQ1: What challenges do Bangladeshi students face while transitioning from non-native English-speaking context to native English-speaking context in terms of communication?						
Interview Questions	Theme	Main ideas	Discourse unit	Verbal Support	Inter Rater		Comment/Suggestion
					Agree	Disagree	
IQ12: When you first arrived, did you understand their accents?	Students found it challenging to understand native accent in their initial days	* did not understand native English in their initial days *Incomprehensible native accent	DU TAS26	That was very sad, but not at all. When I first moved to Australia from the first day, whenever I'm speaking with any native Australian, I wouldn't understand anything at all.	/		
		*Incomprehensible native accent * did not understand native English in their initial days	DU HAN26	The South part of London, they have different accents. The North part of London, the people are from North London, they have different accents. The people are from South London, very different accents.	/		

				So, like it will take you at least a few months to understand.			
IQ15: what types of communication challenges did you face in terms of academics	Students found it challenging to understand other non-native English accent	*Incomprehensible non-native accent	DU MUN44	... There were like 25 people there but like 10 different nationality. So, it was really hard to get some accents like French accent is really really hard. Like, I could never get what they were saying.... Some of the Chinese accent is really hard too, so, that was harder, but the teachers were very clear to understand.	/		
		*Incomprehensible non-native accent	DU AMA30	So there are, like, Chinese professor, Korean professor, also Middle East professors there as well who are the instructors, So they have their own	/		

				accents. So that's one unique challenge, like, apart from the native speaker's accent. ... like, the Chinese accent of English, which is really difficult. ...			
IQ18: Do you feel that the English you used in Bangladesh creates problem with the English you encountered there?	Bangladeshi English is a mixture of American and British English, which later creates problem for students to communicate with natives	*Bangladeshi English is a mixture of American and British English	DU ROD44	There is like this one problem that in Bangladesh we were not explicitly taught British or American English we just use mixed English so sometimes maybe a few words that we speak are British English that Americans literally don't understand.	/		
		*Bangladeshi English is a mixture of American and British English,	DU MUN58	I don't know what type of English we are learning in Bangladesh because I don't think we have any fixed type like American or British, its just very mixed. ...	/		

IQ28: Have you noticed any differences in how directly people communicate there compared to Bangladesh?	Natives are more Direct and straight forward than Bangladeshis	Natives are of low context culture, so they are direct and straightforward	DU ROS64	Yeah, the biggest difference, I would say, people here are very much straightforward. For example, if you are asking for a particular person, if they have time on this particular day, if they want to hang out or go somewhere, if they have time, they would straightforwardly say, yes, we can go. And if they don't have time, they will say, no, I don't have time, let's plan for another day. But in Bangladesh we say let's see, which after coming here, I am understanding that is quite a bit irritating.	/		Not clear
IQ25: Did you face any fear of judgment or anxiety while communicating	Bangladeshi students faced communication difficulty as the natives also could	*The natives did not understand Bangladeshi accent	DU HAN72	I think in the beginning, yeah, in the beginning, as I was mentioning you a lot of time that my	/		

in the country you studied?	not understand them.			academic language barrier, yeah, at that time, at some point, I got frustrated that my teacher, she was not understanding what I was saying.			
	Bangladeshi students face criticism for their non-native English	*Bangladeshi students face judgment and criticism for their non-native English	DU HAN72	And sometimes in here, if they try to insult you, they just make it as a joke and start smiling and laughing in a polite way. So it's not, you know, they don't yell at you. They just insult you in a very polite manner. So I think one offended comment I got, and after that I got very offended. And yeah, I think that was the moment I started realising that, yeah, there is a language barrier I have	/		Linguistic discrimination should be the theme not judgement.

Appendix G.2 Inter-Rater Reliability Scores

	Percentage of agreement(Total number of agreements/Total number of responses) x100
Inter-rater 1:	$(7/9) \times 100$ $= 77.78\%$

Appendic H. Email for Member Checking

Requesting to check your interview script External Inbox x

 **SYEDA SUMAIA ZARNAZ HUQ** <sumaia.zarnaz.huq@g.bracu.ac.bd>
to afsana.mahjabin02 ▾

Hello, I have transcribed your interview. Please check if its okay.

One attachment • Scanned by Gmail ⓘ  Add to Drive



 4:01 PM (36 minutes ago) ☆ 😊 ↩ ⋮

 **Afsana Mahjabin**
to me ▾

Hii!

Yes it's alright.

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Appendix I. Audit Trail

Date	Activities	Records
25 October 2025	Initial discussion of research idea and topic with supervisor.	Supervisor consultation notes.
1 November 2025	Finalisation of the research topic and research questions	Supervisor consultation notes.
8 th November 2025-9 December 2025	Review of literature on Canale and Swain (1980) communicative competence, Bandura (1977) self-efficacy theory and Hall (1976) intercultural communication theory; conceptual framework finalised.	Draft copy of the research paper
20 December 2025	Finalised research design. And completion of chapter 1-3	Proposal draft documents (versions 1–3)
28 December 2025	Finalisation of Interview Questions before pilot interview	Supervisor consultation notes and draft of Interview questions.
28 December 2025-02 February 2026	Taking Pilot interview and modifying Interview Questions where needed.	Audio recordings and interview transcriptions.
03 February -28 February 2026	Taking Participant Interview and transcribing the audio	Audio recordings and interview transcriptions.
28 February-03 April 2026	Member checking and incorporating the corrections provided by the participants	Emails
04 April-05May 2026	Thematic coding and qualitative data analysis using Communicative competence, Self-efficacy and intercultural communication conceptual framework. Writing Findings, Discussion, and Conclusion chapters.	Coding drafts.
14 May 2026	Inter rater checking of themes to enhance trustworthiness.	Rater feedback notes
16 May 2026	Final submission of the completed thesis	Submission Confirmation