

**CHALLENGES IN JOB SECTORS FOR FRESH GRADUATES
IN BANGLADESH: FOCUSED ON POOR ENGLISH
LANGUAGE PROFICIENCY**

By

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A thesis submitted to the Department of English and Humanities in partial fulfilment of
the requirements for the degree of M.A. in English

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Declaration

It is hereby declared that

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

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Ethics Statement

All the participants who shared their valuable experiences and opinions in this study, signed a concern form which is attached to Appendix A.

Abstract

Recent studies suggest that good English language proficiency and getting a job are interrelated with each other. A few studies have been conducted on challenges that fresh graduates face in their job sectors. Hence, the study aimed to bring out possible challenges that fresh graduates face in their job sectors because of having less fluency in the English language. Most of the fresh graduates who came from Bangla medium institutions, face more problems in job sectors. A qualitative interpretivism research method has been used for conducting this study. The researcher chose a qualitative multiple case study approach where every participant was considered as an individual case. The researcher took interviews of five fresh graduates who just started their job careers. It was a semi-structured interview and every interview was taken through phone calls. The result showed that because of anxiety, lack of self-confidence, fear of mistakes, and nervousness while communicating in the English language are the main challenges that fresh graduates face in job sectors because of less fluency in the English language. The significance of the study is to provide some possible solutions so that might help fresh graduates of ESOL countries like Bangladesh in their future job careers.

Key words: Fresh graduates, ESOL, Poor English language proficiency, Educational curriculum, Motivation, Anxiety.

Dedication

I would like to dedicate this paper to my parents and family who always support me and with me in every situation of life.

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List of Acronyms

GTM	Grammar Translation Method
ESOL	English Speakers of Other Language
CLT	Communicative Language Teaching

Chapter 1

Introduction

1.1 Background of the Study

English is now recognised as a global language because people all over the world have started using it drastically for various reasons and it spread within a short period (Melitz, 2016). It is also considered as an international lingua-franca as most of the countries' native language is English and almost all the countries in the world use English as their second language (Setiyadi, Mahpul & Wicaksono, 2019; Rahman & Pandian, 2018). In this recent era, English is used not only for communication purposes but also a good proficiency of English helps to develop a better career in job sectors and it also opens the door of international business deals. Zacharias (2012) stated that if students of non-native English-speaking countries focus more on learning English willingly by adopting different learning strategies from their early stage of educational life, they will be able to cope up with this globalisation happen because of the English language.

English language skills play a vital role in job employment. Not only to get a job but also fluency in English help a graduate to find a well-paid job both nationally and internationally (Casale & Posel, 2011; Roshid, 2013). However, it is shown that many students graduate every year from different universities but students who have less proficiency in English, struggled in their job sectors because good communication skills are required in the workplace especially in private job sectors (Rahman & Pandian, 2018; World Bank, 2009). Many scholars talk about immigrant students who face difficulties finding a full-time job after graduation in native English-speaking countries. Arkoudis, Hawthorne, Baik, Hawthorne, O'Loughlin, Leach, & Bexley (2009) conducted a study on Australian employment and found that international students who come from different non-native English-speaking countries, their employment outcomes are not satisfactory than their domestic students. Domestic students are getting more

priority because their English language proficiency is higher than international students who come from the South-Asian region as they come from the ESOL context. However, in UAE, the scenario is different. Raven (2011) conducted a study on UAE's employment and found that domestic employees are lagging, and international students are doing better in job sectors as they are more fluent in English speaking and they can communicate with clients more fruitfully which works like organizations' goodwill. Besides, graduate unemployment and economic development are interrelated. Every year many students graduate from universities in China, but they are unable to get good jobs because of their poor English skills. Furthermore, findings show that graduate unemployment is working as a barrier to improve their economic condition (Bai, 2006).

1.1.1 Bangladeshi Context

Though English is being used as a second language in Bangladesh for many years, to cope up with recent globalisation, Bangladesh needs to focus more on developing proficiency in the English language not only to pass the examination but also to meet the global demand of the economic market, science, and technology (Earling, Seargeant & Solly, 2014). The English language is interrelated with employment and economic development. Erling, Seargeant, Solly, Chowdhury & Rahman (2015) conducted a study and carried out that rural people who went to Middle East countries, faces difficulties because of their lack of knowledge in the English language even sometimes they lost their jobs and have to return in their own country which indirectly destroys the economic development of a developing country like Bangladesh. Rahim & Alam (2013) also highlight that issue and state that foreign remittance income is decreasing day by day in Bangladesh because they are not paid well in foreign countries due to having poor proficiency in English. So, they are unable to send remittances to Bangladesh. Sometimes previous learning experiences also play a significant role in English language proficiency in a non-native English-speaking country like Bangladesh so higher studies need to be well

informed (Mahmud, 2014 & Teichler, 1999). The unemployment rate is getting higher among tertiary level graduates and the situation is getting worst which directly affecting the economic condition in Bangladesh. If an employee gives more priority to learning English in his/her student life by knowing the fact that English will help him/her in the future, then s/he will be able to cope up with barriers that happened because of English language proficiency (Rahman, Nakata, Nagashima, Rahman, Sharma & Rahman, 2019). Therefore, English language proficiency is important in students' careers.

1.2 Statement of the Problem

In this 21st century, getting a job for a fresh graduate is much more difficult than in previous days as the competition is rising between candidates in the job market. Moreover, proficiency in the English language has a significant impact on job sectors and it helps to get a job as well as a better position in the job sector not only in a native English-speaking country but also in non-native English-speaking countries (Nair, 2012). However, job candidates who are weak in English, face more difficulties in finding jobs as employers think that employee's incompetence in English might hinder their company's progress (Roshid, 2013).

In a developing country like Bangladesh, students try to get a job after completing their graduation but not all of them get jobs because of their proficiency level in English (Roshid, 2013). One of the reasons behind this is if an employee is good at the English language, he/she can communicate adequately with international clients which might help to increase the profit of a company as well as its reputation. Moreover, previous academic curriculum and fluency in English are inter-related with each other (Graham, 1987). For example, if a student does not focus more on learning English fluently in his/her academic career, he will face difficulties in his/her professional career. However, most of the students in Bangladesh learn the English language to pass the examination and they focus more on memorisation rather than learning

English for a bright future (Mohammad, 2008). Though most of the universities in Bangladesh introduced some basic English proficiency courses but the satisfactory result is not coming out as students are studying them to pass the examination (Islam, 2013; Khan, 2000) which draw a significant mark on their future life especially in their job sectors as they struggle to communicate with their colleagues in fluently in English.

Many scholars have conducted studies on how poor proficiency in English and its impact on unemployment problems in various countries such as UAE (Erling, Seargeant, Solly, Chowdhury & Rahman, 2015; Ravin, 2011), China (Bai, 2005), Australia (Baik, Hawthorne, O'Loughlin, Leach, & Bexley, 2009), Indonesia (Zacharias, 2012) and many more. However, limited studies have been conducted on the unemployment issue of fresh graduates in a developing country like Bangladesh where English is being taught as a second language. This study attempts to fill the gap of knowledge regarding how English language proficiency may affect Bangladeshi fresh graduates in professional life. To achieve this aim, the study focuses on how fresh graduates feel about their experience of learning English in academic life and its influence on their careers. Moreover, it also looks at the challenges fresh graduates face regarding having poor proficiency in English. The findings of this study may help graduates to overcome these problems and prepare well for their future careers.

1.3 Central Research Objective

To explore the challenges Bangladeshi fresh graduates face in the job sector due to having poor proficiency in English.

1.3.1 Research Question

1. (a) What kind of challenges do graduates face in job sectors because of English language proficiency in Bangladesh?

(b) How do they overcome such challenges create because of less fluency in English?

2. How do the fresh graduates feel about their experience of learning English and its influence on their careers?

1.4 Scope of the Study

The study explores what kind of external and internal challenges a fresh graduate face in job sectors because of their English proficiency level. The study also brings out the present situation of the job market, what fresh graduates think about their previous English learning experience and how they overcome those challenges. A limited study had been done in this field previously. The broader scope of the study is students who are on the way to their graduation, the findings of the study will help them to prepare themselves before entering a job as they will be able to know the pros and cons about job sectors.

The setting of the study was different job sectors situated in Dhaka who comes from different private and public universities and they are currently working. Most of them are in their probational period and others' working experience is one or one and half years who are facing problems regarding English language proficiency.

1.5 Significance of the Study

Getting a job after completing graduation is always a dream for students however, fresh graduates face difficulties in this field. To the best of my knowledge, very few researches have been conducted to explore the challenges of fresh graduates in a developing country like Bangladesh in job sectors. This paper will fill the gap by highlighting the reasons and challenges fresh graduates face in the job market because of their less proficiency in English language skills.

Participants who are selected for this study are just graduated from different universities and they are now working in different job sectors. Most of them are in their probational period and others are not more than 1.5 years of working experience. They are facing difficulties because of some internal and external reasons in their job area. As English is considered an official language, so employees who do not have proper communicative skills are lacking behind. Furthermore, it is difficult to get a job nowadays as there are limited numbers of job fields and most of them want experienced employees rather than fresh graduates Bai (2006). Thus, the findings of the study will help to bring out actual reasons for being neglected for not knowing proper English in job sectors.

This study will bring out possible problems as well as consequences of not having good fluency in the English language, so this study will help them to face the challenges and will provide some possible solutions that might help them in the future as they will be able to know the barriers which will help them to prepare themselves before entering into a job.

1.6 Limitations of the Study

In this pandemic situation, it was tough to collect data by taking a face-to-face interview. Even though all of the participants are current job holders. Moreover, collecting phone numbers from all the interviewees was also a big challenge. Some of the participants were hesitating because I wanted to record their voices. Moreover, I had to reschedule my interview according to the participants' available time.

1.7 Definition of Key Terms

ESOL

ESOL stands for English Speakers of Other Languages. ESOL is a broad term and both EFL, ESL is similar to ESOL. According to the Cambridge dictionary, ESOL mainly refers to

those people whose first language or mother tongue is not English but they stay in those countries where English is spoken as a First language. Many Asian countries including Bangladesh, India, China, Thailand, and many more are considered ESOL countries.

Fresh Graduates

Students who complete their 16 years of educational life in the Bangladeshi context are considered fresh graduates (Roshid, 2013; Sultana, 2008; Jackson, 2010).

1.8 Chapter Summary

First of all, this chapter talks about the background story of this study covered by other scholars in a similar topic and also talks about the Bangladeshi context regarding English language proficiency. Then the scope of the study, the significance of the study, research questions, limitations of the study are described. Lastly, it shows the definition of key terms.

Chapter 2

Literature Review

2.1 Introduction

This chapter will discuss the past studies done by many scholars on challenges that fresh graduates face in their job sectors because of poor English language proficiency and its consequences. Moreover, this chapter will attempt about the situation of fresh graduates in the job sectors of different countries as well as the situation of fresh graduates in Bangladeshi job sectors. However, this chapter will also try to find the gap regarding challenges that fresh graduates face because of their English language proficiency and how this study is remarkable for filling the gap.

Part 1: The Importance of Proficiency in the English Language in the World discusses the present situation of the English language and the background history of being an international Language.

Part 2: English Language Proficiency and its Influence in Job Sectors discusses the impact of English Language in job sectors, the scenario of fresh graduates in job sectors, and how their previous English learning experience creates an impact on their career.

Part 3: The scenario of Bangladesh describes the present situation of the job market and fresh graduates in Bangladesh.

2.2. Part 1 The Importance of Proficiency in the English Language in the World

2.2.1 English as an International Language

English is one of the most influencing languages in the world and is also used as an international lingua franca (Setiyadi, Mahpul & Wicaksono, 2019). Crystal (2012) mentioned different factors that have helped the English language to reach this higher level. Among them, two notable factors are the socio-cultural factor and geographical-historical factor. Socio-cultural factor mainly shows people from different countries are dependable on the English language to maintain their social status as well as for their livelihood, for communicating with peoples from other countries to develop their socio-economic conditions. The second factor is the geographical-historical factor which refers to English as a language from the 5th century that everyone started learning and communicating. In the case of communicating with surroundings, McDonough and Shaw (2012) stated that learners need to produce words so that they can be able to interact with native or non-native English language speaking people as well as to cope up with the current world. Similarly, in the case of writing, learners need to think first and then produce proper words while writing any personal, professional, or academic writing.

British colonialism plays a pivotal role in spreading English all over the world. According to Ridge (2004, vol. 20(1), p.57-59), The very first wave of spreading the English language is the settlement of immigrants in North America in the 18th and 19th centuries because of fishing and communicative purpose. Also, Canadian people try to speak in English and that is how the English language spread in Canada near the 17th century. While traveling in the same ships,

some of them knew the English language and some of them did not understand the English language which started hampering their business as well as in their job. So, they started learning English to communicate with native English language speakers. Eventually, it started spreading in the African region. Even though, they formed a new language which is known as Pidgin and Creole. As Africa is a multilingual country, so Jibril (2016) conducted a study on some areas of Nigerian schools and he found out that most of the schools set a criterion which is if a student were unable to fulfill expected grades in the English language, they did not permit that student to continue their further studies as later on it will hamper their job sectors. Mahboob (2002) stated that at beginning of British colonisation, colonisers were busy exporting goods from the conquered land to their own countries but when industrialisation started happening to colonised countries, it affected educational policies in colonised countries as they need some representatives who were good in the English language. British people introduce the English language and English tradition to their colonial countries to enhance their economic value to Britain as well as Anglicist wanted to promote the English language by teaching English literature and science through the medium of the English language (Lord Bentick, 1835). So, it not only affects education but also in job sectors.

2.3. Part 2 English language Proficiency and its Influence in Job

Sectors

2.3.1 Impact of English Language in Job Sectors

The impact of the English language in job sectors is notable for fresh graduates as they face both challenges and opportunities in the job market. Learning English has become a necessity for all non-native English language speakers as English has become an international language. Not only to cope up with modern society or communication but also for a better livelihood. Zacharias (2012) conducted a study on Indonesian educational policy and he found

out that from the primary level, teachers give more attention to teach English language and they adopt different types of language strategies so that students become more fluent in the English language which will help them in future to compete with native English speakers. China is one of those countries that did not give that much importance to learning the English language but later on seeing the demand for the English language they include English subjects in their educational curriculum. Regarding the educational policy of China, Boyle (2010) researched and found out that both teachers and students are facing problems teaching and learning the English language. He also mentioned that teachers are not well trained and because of this they are facing problems teaching their students and motivate their students to learn the English language. Moreover, China made a new policy that if someone wants to be a teacher, s/he must be fluent in the English language otherwise s/he will not get a job in the teaching profession. Boyle (2010) also criticize that issue that being a native Chinese speaker, they are facing problem to get a better job in their own country. Moreover, most of the companies of India used to offer English proficiency tests before joining work. Findings show that 59% of Indian companies are recruiting at the senior level because of their employee who can handle international business deals (Pandey& Pandey, 2014). Doan and Hamid (2019) did research on understanding the Vietnamese job market's demand for competency in using English. They used two samples of a job advertisement from a popular job advertisement website to examine the value of English in the job market. They found that in 2015, companies did not mention that candidates must have good knowledge of the English language. However, when they have examined 2018's job advertisement, they found a drastic change which showed that almost every company, organisation wants an employee who has fluency in the English language not only in speaking but also in writing. Rao (2017) also highlights the issue regarding getting a job of migrant people and said that it is quite difficult to get a better, as well as stable job in a country whose first language, is English for those people who come from a country where

English is spoken as their first language because of their communication skill and less fluency in the English language in this recent era.

Not only in Asian countries but also in Europe, English is considered as a key language to get a job, and to prove this statement, Coleman (2006) said that though English is a lingua-franca in Europe, in job sectors, people who are native English speakers get the priority because of their fluency in English. Every job interview is taken in English as well as people who have good fluency in English create a good first impression on the interviewer than others because most of the business deals are written in English. Additionally, Lindley (2002) did research on English language fluency and earnings of ethnic minority groups in Britain and he found out that there are significant discriminations of wages between minority ethnic groups and native English speakers based on fluency in English in Britain where minority ethnic groups' income rate is average though they are qualified enough to get a higher salary but as they are not fluent enough, they did not get the higher promotion. Carliner (1981) pointed out that in Canada, workers whose first language is English, are on-demand as well as they got more salaries than other workers who are migrants as they are not fluent English language like native English speakers. In another investigation led in England and Wales, Schellekens (2001) have shown that the absence of capability in English fills in as an obstruction to the work market. If individuals are utilized, they are utilized at a level beneath than their capabilities and experience. In a developing country setting like South Africa, it was discovered that individuals who are very well at perusing and writing alongside tertiary instruction get a notable payback (Casale & Posel, 2011). Subtirelu (2017) investigated on Spanish-English bilingualism in the USA online job market especially in advertising companies and the researcher found out that though Spanish-English bilingualism is preferred to get a job in the USA, but those jobs are less profitable. Moreover, bilingual laborers do not get proper wages and are treated less valued

according to their qualifications because of racial meniscus than native English speaker laborers.

2.3.2 Challenges Students Face Because of Previous Education

Boonkit (2010) conducted research on the students of Thailand to see the development of speaking skills of non-native English speakers and the study showed that undergraduate students are unable to communicate in English confidently in real-life situations among them as well as with international students. This may happen because of anxiety from their tertiary level. The researcher arranged 15 weeks speaking and listening course among participants and the notable thing was most of the participants improved their confidence level while speaking English. In the same way, Woodrow (2006) investigated students' anxiety about speaking English as a second language in public places and universities. The researcher found that non-native English speakers feel anxious while communicating in English because they thought if they did any mistake, maybe the opposite person will mock him/her. As well as this case was especially found when a non-native English language speaker tries to interact with a native English speaker in a public place, they were concerned whether the listener can understand or not. According to the researcher, Chinese, Japanese and Korean English language learners show more anxiety than other learners and it directly affects their oral performance. On the other hand, the situation is a little bit different in university because learners know that if they make any mistake while speaking in English, their teachers will understand it and try to correct it. The study also provided support for the notion of stages of anxiety. Thus, a student may experience anxiety due to skills deficit or retrieval interference.

2.3.3 Scenario of fresh graduates in the job market

While entering a new job sector, fresh graduates face challenges because of their less experienced, compatibility, and many other factors. Manaseer (2018) conducted a study on

Jordanian students, where he mentioned that every year approximately 43% of students complete their graduation but among them, only 21% of students qualified in job sectors in their first year of graduation, and the researcher pointed out that as fresh graduates are less experienced so companies think twice before appointing them. In India and the Philippines, business process outsourcing companies hire employees who are experts in English speaking and have the ability to handle foreign clients. It is noticed that if any employee fails to impress any customers because of less fluency in speaking English, companies used to shoot those employees (Lockdown, 2012). In addition, Lockdown (2012) also determined one of the main reasons for being dismissed from the job because of not taking proper assessments and proficiency tests at the undergraduate level. Similarly, Fan (2014) conducted a study among 1488 physicians and nurses from 25 different hospitals to justify the communication skills and performance between patients and doctors in China and he found that many intern doctors lost their internship opportunities because of not having proper communication skills with their foreign patients. Furthermore, Nair (2012) carried out a study to find out whether the work sector finds the English Language proficiency of the new graduates is adequate to the need of the workplace in Malaysia. This study found that 64.2% fresh graduate does not have proper writing skills which are needed in the workplace. Moreover, 60.9% of fresh graduates do not have social skills which include listening and speaking skills. In this regard, Brunton (2009) conducted a study on 10 Thai hotel employees to find out the demand for ESP courses in the particular workplace and he noticed that most of the new employees are showing less interest in ESP course rather they are interested to learn normal English language as according to them if they learn normal English, they might use it in their future job sectors. Additionally, in engineering job sectors in Thailand, job interviewees have to be fluent in English speaking and somehow if they get the job, they have to do ESP courses first in their probational period otherwise they will not get promotions so, candidates show interest in ESP courses.

The people who are immigrants may face difficulties to get a job in native English language countries. To highlight this point, Espenshade & Fu (1997) conducted a study on USA immigrants regarding their English language proficiency. The researcher mainly focused on graduates who wanted to study in America. He pointed out that students who do not have a certain level of proficiency in the English language are unable to shift to America. Even if they get an opportunity to shift there, they cannot get their required job as they are not as fluent as native English speakers. In spite of having equal qualifications, Spanish and Asian immigrants in the USA struggled to get a proper job because they cannot speak fluently in the English language although they might be good at other subjects but they are being evaluated through English language proficiency which put a question mark on qualification and shows the domination of English language in job sectors (Kossoudji, 1988; McManus, Gould & Welch, 1983). Scholarly literature emphasises the priority of the English language for immigrants in every job sector in non-native countries. On the other hand, candidates who are fluent in English speaking, do not need to do ESP courses Changpueng (2015). So, it might consider as a good sign that though the English language is creating a barrier for many fresh graduates in their job sectors, but ESP courses are helping them to overcome the situation.

2.4. Part 3: Scenario of Bangladesh

2.4.1 Bangladeshi context

The scenario of fresh graduates in job sectors in Bangladesh is similar to other countries as they face challenges in jobs because of English. Islam (2013) conducted a study on a private university of Bangladesh named IUBAT regarding using EMI (English Medium Instructions). He took interviews of some students from the English department and some students from another department and also teachers of that university and he found that the practice and choice of EMI policy at the private Universities of Bangladesh require to fulfill the present

demand of English in the local and international market. Regarding EMI policy, the majority of the students said that they struggled to understand the lectures as lectures are given in English. Moreover, students from the different departments said that they know the importance of the English language and it will help them to build a better career, but for now, they are using English to pass the examination. The researcher also found that sometimes teachers use the Bangla language to make their lectures more understandable. Similarly, Khan (2000) conducted a study on the Faculty of Fine Arts in Dhaka university to find out the situation of the English language. He found that though EAP (English for Academic Purpose) courses are introduced but still students were struggling in speaking. Moreover, students said that those courses are helpful to a certain extent and it might not help them in their future studies and career. Mohammad's (2008) study revealed that tertiary students in Bangladesh learn English only to get good marks in that subject rather than for a bright future.

Meanwhile, according to Sultana (2008), improvement of writing skills in English is essential for not only academic purposes but also will help in the future job sector. She conducted her study on Bangladesh's secondary and higher secondary level students and teachers and she found that English writing is neglected by both teachers and students. Moreover, teachers give a selected topic to the students as well as while correcting those scripts, teachers only focus on grammatical errors. She also added that by doing this, students will never reach higher writing competence which will hamper their future careers. She also advised teachers to adapt new teaching approaches and methods to make learning fruitful.

English is an international language (Cristial, 2012; McDonough and Shaw, 2012; Ridge, 2004 & Jibril, 2016) which is used for communication all over the world. Without a good proficiency in English, it is quite impossible to get a job in the Asian region (Zacharias, 2012; Boyle, 2010; Doan & Hamid, 2019 & Pandey & Pandey, 2014). Though in Europe, the English language is their native language, but some ethnic groups also struggle to get jobs (Casale & Posel, 2011).

Some other researchers also pointed out why non-native English speakers suffer more to get a job according to their qualification in foreign countries and talked about some courses (Kossoudji, 1988; McManus, Gould & Welch, 1983). Bangladeshi scholars talked about some courses that are recently introduced to enrich the knowledge of English language skills (Islam, 2013; Khan 2000 & Mohammad, 2012). However, fewer studies have been conducted on challenges that fresh graduates face in job sectors in the ESOL context such as Bangladesh. The study aims to fill the literature gap by finding out the main challenges and what kind of fresh graduates of Bangladesh face in job sectors.

2.5 Conceptual Framework of the Study

Learning English as a second language and achieve fluency like native English speaker in an ESOL country like Bangladesh is not an easy task because our educational curriculum does not allow us and work like hinder to achieve higher level proficiency in English language (Rasheed, 2012, Mohammad, 2004, Sultana, 2008). As English is an official language all over the world, so English is being used as an official language in Bangladesh too. Though English is used in job sectors, but fresh graduates face many difficulties in their job sector due to poor proficiency in English. The conceptual framework of the study is given below:

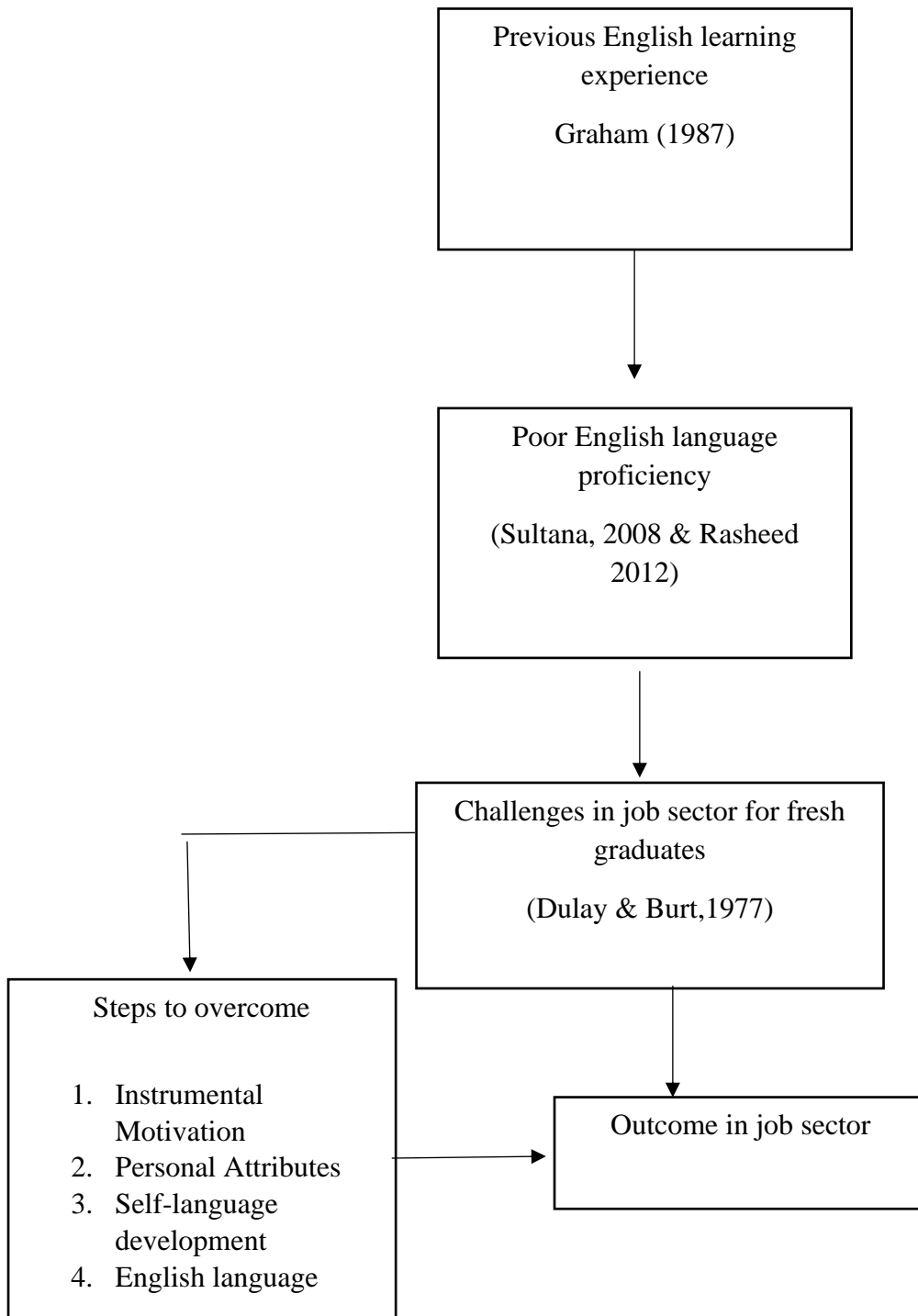


Figure 2.1: The Conceptual Framework

I have chosen the conceptual framework which is adapted from Graham (1987), Gardner (1972), and Yorke (2004) which help me to find what challenges fresh graduates face because of less fluency in English language and what are those key factors that help them to overcome those challenges.

Previous educational curriculum plays a vital role in job sectors. Students who come from national universities as well as Bangla medium background, are not that much fluent in English speaking as they do not get that opportunity to practice English language (Sultana, 2008; Rasheed, 2012). So, when they come in job sectors they cannot communicate properly with international clients which hamper their employee increment. According to Graham (1987), academic success and prosperity in job sectors are interrelated with each other. He also said that students who do better in their academic life, will do better in their job career too. However, Mohammad (2008), pointed out that in Bangladesh, most of the students learn English language to pass the examination and that is one of the main reasons students are poor in English language proficiency and they face obstacles in their job life through the Ministry of Education (2010) made English as a compulsory second language and students are learning English for almost fourteen years, still they face problem using English language because of their poor proficiency (Rasheed, 2012). Moreover, instrumental motivation is also related to previous educational curriculum because in primary and secondary level as well as in tertiary level, students learn English language to pass the examination work as a hinder in their future job life.

Graduates who are lag behind learning English language properly, face different obstacles in their professional life and they cannot communicate properly with their fellow colleagues as well as with their international clients which directly affects their salary, promotion as some other employee increments (Dulay & Burt,1977). Dulay & Brut (1977), also talks about some negative feelings like anxiety, lack of self-confidence work as a hinder in second language

learning. For instance, because of self-embarrassment employees do not use and communicate in English language with native English speakers and with fellow colleges as they think maybe their English is not correct.

According to Yorke (2004), developing personal attributes like knowledge, personal skills, and ability helps an employee to overcome challenges that he/she faces in job sectors. For instance, for developing English language fluency, an employee can read more English books, listen to English songs, etc.

Gardener (1972) talks about two types of motivations and they are instrumental motivation and integrative motivation. Instrumental motivation is related to this study as employees will be motivated to learn English language to do better in their job sector.

All the elements that are mentioned above will be reflected on conceptual framework of the study.

Chapter 3

Research Methodology

3.1 Introduction

This section discusses the steps which are taken to conduct this study along with which methodology is being used for conducting this study, participants' profile, conceptual framework, data collection and analysing procedure, ethical issues, and trustworthiness of the study.

3.2 The Qualitative Paradigm and its Philosophical Assumptions

For this study, the researcher has chosen the interpretivism paradigm under the qualitative research method. Research paradigms help in shaping our ideas, research questions, and information collected from participants in a study. There are some research paradigms like positivism, post-positivism, interpretivism, social constructivism, participatory action framework which include philosophical assumptions as ontology, epistemology, axiology, methodology (Creswell, 2012; Kim 2001).

Among all those paradigms, I chose the Interpretive framework to conduct my research to see how English proficiency level is affecting fresh graduates in their job sectors through interviews.

Fraser's (2014) research paradigm and its philosophical Assumption is given below:

Table 3.1: Research Paradigm and Philosophical Assumption

Research Paradigm	Philosophical Assumption			
Interpretivism	Ontological Multiple realistic subjective views of the participants.	Epistemological The result of an investigation of interaction with a natural setting between the researcher and participants to observe participants behavior.	Axiological Personal biases, experiences, and values of the researcher will be discussed along with participants' interpretations.	Methodological Qualitative Multiple Case Study Approach.

According to Kreiner, Hollensbe & Sheep (2009), ontological assumption discusses the experience and overview of a participant. Guba and Lincoln (1994) also stated that ontological assumption is personal perception and opinion that varies from person to person. For example,

I have recorded participants' question-answer sessions regarding the challenges they face because of having poor proficiency in the English language. I noticed that their experience and opinion are different from each other.

The next assumption is an epistemological assumption. While collecting data, the researcher needs to observe participants' behavior, expression in natural settings to analyze the collected data fruitfully for the study Fraser (2014).

According to Creswell (2007), axiological assumption determines the value and morals of the researcher. At this point, the researcher will establish her/his position in the research to avoid personal biases, opinions, experiences while collecting data but later will narrate the collecting data in her own words. For conducting the research paper, the researcher will adopt a qualitative method approach which will elaborate in the next segments.

3.3 Research Design

To make any research paper more valuable and acceptable, research method and approach play a vital role Brown (1988). He (Brown, 1988) talked about two kinds of research approaches which are primary research approach and secondary research approach. To conduct this study, I took the interview and collected data from my participants which falls under the primary research approach. Even though, Tavakoli (2013) also stated that by using the primary research approach, a researcher can get the actual information which will help to find the reliable information regarding the study.

To conduct this study, I chose a qualitative multiple case study approach. According to Thomas (2013), the qualitative research method mainly deals with individual responses, gives chance to the participants for self-exploration that is why a researcher can collect the proper information regarding the study which helps a researcher to fill the gap of the research.

3.4 Multiple Case Study Approach

“Case study a contemporary phenomenon within its real-life context, mostly when the context is not clear enough for the study and to get a proper contextual idea of the research” (Yin, 2014. P. 16). The multiple case study approach helps to know the individual perception and opinion about a topic from each participant. Multiple case study is more reliable and authentic in case of researching though it has both negative and positive side as it is time-consuming (Baxter & Jack, 2008 & Gustafsson, 2017).

To conduct this study, I took interviews of five job-holders who recently graduate from the university via phone, record them to know the different perspectives of five different people about their challenges in the job sector because of poor English language proficiency.

3.5 Setting

The participants of this study belong different job sectors and interview has been taken through mobile phone. As this study is going to be conducted in a pandemic year, so it is impossible to go out and take interviews directly. I have selected five participants for my study. All the participants of this study are current job holders in public and private companies and most of their medium of an educational institution is Bangla medium as the main purpose of my study is to find out the obstacles that fresh graduates face in their job sector because of poor English language fluency.

3.6 Selecting the Participants

To conduct this study, the non-probability sampling technique’s purposive sampling technique was adopted. (Etikan, Musa & Alkassim, 2016). Purposive snowball sampling technique (Patton, 2002) where one participant invites another participant to join the study Johnson (2014). In this study, participants were selected based on certain criteria.

1. The participants were from Bangla medium schools.
2. Participants were all in the probational period of their job sectors.
3. All the participants had problems with English language proficiency.

3.7 Participants' Profile

Table 3.2: Participants' Profile

Number	Name of the participants	Gender	Previous Academic Background	Present job sector	Job sector location	Duration of joining a job
1	Sakib	Male	Bangla medium background	Working in a multinational company in Sales and Marketing department.	Dhaka	8 months
2	Amit	Male	Bangla medium background	Working as a digital marketing officer.	Dhaka	6 months
3	Shukonna	Female	Bangla medium background	Working in an Advertising agency	Dhaka	1 year
4	Ratul	Male	Bangla medium background	Working in a private company as a customer care representative.	Dhaka	7 months
5	Sahil	Male	Bangla medium background	Working in a private company in the Sales and Marketing department.	Dhaka	4 months

3.8 An Overview of Data Collection Procedure

An interview is considered one of the most powerful tools for collecting data for any research work. For this study, I collected the data through taking an individual interview. The interview will be taken through mobile phone. Muratovski (2016) talked about three kinds of interview

techniques such as structured interview, semi-structured interview, and in-depth interview. For this study, I adopted a semi-structured interview technique. A semi-structured interview technique is a mixture of formal and informal ways of taking interviews. It is an effective way to make my participants feel more comfortable while giving interviews which helped me to collect a rich amount of relevant data. Moreover, the semi-structured interview technique allows asking open-ended questions along with close-ended questions (Tod, 2006).

3.8.1 Designing Interview Protocol

To conduct this study, I adopted Yeong et. al. (2018)'s interview protocol framework and this is a semi-structured interview. Data was collected over the phone call and the interview was recorded on a mobile phone. This interview protocol includes four phases. Those are:

Phase 1. Aligning interview question with the research question

Phase 2: Constructing an inquiry-based conversation.

Phase 3: Receiving feedback from interview protocol.

Phase 4: Piloting the interview protocol.

In 1st phase, there is a connection between interview questions and research questions, and interview questions will be arranged chronologically, so this will help to analyze data and arrange those data in a proper way.

In 2nd phase, interview questions were refined in a way that there is a flow of conversation between the interviewer and interviewees. Open-ended questions were asked to meet up the broad research question. Moreover, to make the interview livelier and conversational, some probing questions were asked along with interview questions.

In 3rd phase, the interview protocol received feedback from the expert through a close reading which helped to increase the trustworthiness and reliability of the study.

In the 4th phase, piloting of the interview will be done before writing the main points which help to bring out the main ideas of the study.

3.9 Piloting the Interview

After receiving feedback from the expert on the interview question, I took an interview from one of my participants and piloted the interview which helped me to point out the possible obstacles that I might face while taking the interview.

3.10 An Overview of Data Analysis Procedure

3.10.1 Data Analysis Framework

To conduct this study, I chose Hackett and Strickland's (2018) data analysis framework which has four steps. They are:

- Verbatim transcription.
- Coding.
- Categories with themes.
- Thematic pattern.

First of all, I took interview of my participants over a mobile phone, recorded them, and transcribed it in words. Then I did the coding and wrote the main themes of the interview and categories them which was related to my study (see Appendix). Lastly, I wrote all the related themes that I found from the interview session thematically in my discussion part (Chapter 4).

3.11 Ethical Consideration

To maintain the ethical issue, before taking interview, I e-mailed the concern form to the participants and requested them to read it carefully and sign it which contained that they are going to share their experience and opinion with me regarding challenges in job sectors because

of poor English language proficiency willingly and I did not force them. Moreover, I also took their permission for recording the interview and promised them that I will delete it after completing my study. I did not use their real name and used pseudonyms to ensure their privacy. A consent form was signed before taking interviews with the participants.

3.12 Establishing Credibility and Trustworthiness of the Study

Trustworthiness is a significant part of qualitative research. Pilot & Beck (2014) stated that trustworthiness makes a study more valuable and reliable to the reader.

Lincoln & Guba (1985) proposed a set of trustworthiness of qualitative research such as credibility, transferability, dependability, confirmability. According to Cutcliffe & McKenna (1999), credibility contains a proper valid amount of data, that is required for a study. To establish the credibility of the data, I followed member checking, triangulation, and a thick description of the data. Moreover, I e-mailed the transcription of the interview to the participants for re-checking their opinion and comment on it as well as I sent them a consent form and asked them to read it carefully and sign it (please see Appendix A and E).

To prove dependability and conformability, I have followed the electronic audit trail. I collected all my data through my mobile phone and recorded them. Later, I transcribed, did coding, analysed those audio clips, and made an interpretation. Finally, a set of interview transcriptions were e-mailed to the expert who is working as a tertiary level teacher in the field of Applied Linguistics and ELT for rating those themes, and both agreements and disagreements were calculated (please see Appendix D.3 and appendix F).

Chapter 4

Results and Discussion

4.1 Introduction

This chapter discusses the results in the light of relevant theories and findings from scholarly articles as well as I will write the main findings of this study that I found from my participants. I will put light on my research questions again and the three main research questions of this study are:

1. (a) What kind of challenges do graduates face in job sectors because of English language proficiency in Bangladesh?
1. (b) How did they overcome such challenges create because of less fluency in English?
2. How do the fresh graduates feel about their experience of learning English and its influence on their careers?

4.2 Previous English Learning Experience

Learning the English language is very important for the people of ESOL countries like Bangladesh to cope up with the recent world as the English language is considered an international language. Without having good proficiency in the English language, it is tough for graduates to get any job because most of the interview sessions are held in the English language and the English language is also needed after getting a job as they have to communicate with most of the clients in the English language. So, in this case, their previous English learning experience plays a vital role. This statement supports Nesa's (2004) statement where she said, "The English language become the lingua franca of business, commerce, science, arts, literature of the whole world" (p. 8).

In this section, I will talk about fresh graduates' experiences that they shared in the interview session and also about learning English as a second language and what they think about it as well as its influence on their career. It will help me to find out the possible answers to my research question.

4.2.1 Use of GTM Method in English Classroom

When teachers use L1 in English language classrooms, it is called the Grammar-Translation method or traditional method. The grammar-translation method is widely used in Bangladesh's schools and colleges both in English medium and Bangla medium schools (Rahman, 2012). When I asked my participants about their previous English learning experience, they shared,

Ratul (26) said,

In my school, teachers used the Bangla language in the English classroom and we didn't get any chance to speak in English.

Sakib (18) stated,

...Teachers used to give a lecture in Bangla and they focused more on teaching grammatical rules rather than the other three skills of the English language....

Amit (12) described,

Teachers focused more on memorising English essays, paragraphs, and other writing parts.

Along with the above three participants, Shukonna (10) and Rahil (12) also agreed that teachers most of the time used the Bangla language in the English classroom. Because of this reason they did not get any chance to improve their English language fluency which worked as a hindrance in their future life. This finding is similar to Sultana's (2008) finding where she

found that in Bangladesh, students focus more on writing rather than speaking. Khan (2000) found that in Bangladesh, though universities offer EAP courses but still students were struggling in English speaking because, in school or college, they did not get any chance to practice English speaking. Because of the grammar-translation method, students do not get any chance to produce something new about the English language which discourages their productivity level and discourages their interest in learning the use of the English language in a different context. Prastyo (2015) found that in Indonesia, teachers encourage more on memorizing rather than making it understandable L2. She suggested it would be beneficial if teachers also focus on accuracy and fluency in English speaking. Moreover, Sternberg & Williams (2002) found that students depend more on their teachers and they follow how and what their teachers are teaching them. So, when teachers follow the GTM method for teaching the English language, it creates a negative impact on students to achieve good proficiency in four skills of English language learning as they do not understand the importance of it. Similarly, Chang (2011) found that though GTM helps to learn the grammatical rules and their uses properly, students fail to use them while communicating in a real-life situation.

On contrary, Rahman (2012) supports the GTM method and states that the GTM method is acceptable for the Bangladeshi educational context because, in the primary and secondary level, students focus more on passing the examination and wants to get good marks in English subject and GTM method helps them to achieve it. Moreover, she also stated that the GTM method helps students to learn the grammatical rules of the English language which helps them to improve their writing ability. I also found that my participants used to learn English for passing the examination which supports Rahman's (2012) finding to some extent.

4.2.2 Role of Educational Curriculum

The educational curriculum of an ESOL country plays a vital role in English language proficiency because, in ESOL countries, the English language is being taught as a second language. When I asked my participants “Does our Educational curriculum support learning the English language properly?” Participants’ general opinion about this topic was,

Our educational curriculum does not support learning the English language properly because we do not get any chance to practice the other three elements which are reading, speaking, listening properly except writing (Ratul 16).

Students do not get any chance to practice the English language both inside and outside the classroom because teachers used to teach them in Bangla language also in English language class. According to the participants, they were always under peer pressure to pass the examination in their student life. So, they did not focus more on English speaking. This finding is similar to Das, Shaheen, Shrestha, Rahman & Khan’s (2014) finding where they found, our educational curriculum does not have a proper assessment system to examine student’s listening and speaking skills, and because of this reason, students are subconsciously attracted towards memorisation system to pass the written examination. So, students do not focus more on developing their English speaking which creates a huge problem when they enter into job sectors. One of the participants Shukonna (10) also said,

Our curriculum focuses more on writing and memorizing. So, there’s always remains lacking in our language learning and after a certain period, we cannot produce anything new by ourselves. Moreover, to pass the examination, our teachers give us suggestions and we just read those things that may come in exam. So, we cannot succeed in four skills of English language as our 4 English language skills are interrelated with each other.

Maybe she was trying to say that if there was any chance to examine our other two English language skills, then students will also focus on speaking and listening. Hossain (2018) stated that because of our educational curriculum, students become more exam-oriented rather than learning something new about the English language.

The finding shows that because of previous English learning experience, fresh graduates face difficulties in their job sectors as they did not get any chance to practice their English language speaking which is creating a barrier in their job sectors. Participants also shared that if they practice English speaking, maybe they did not face any problems while communicating in the English language. They also suggested that our government need to focus more on our English language curriculum as it creates a huge impact in our future life. Even though, (Kossoudji, 1988; McManus, Gould & Welch, 1983) also found in their study that, having equal qualifications, Spanish and Asian graduates in the USA struggled to get a proper job because they cannot speak fluently in the English language although they might good at other subjects but they are being evaluated through English language proficiency which put a question mark on qualification and shows the domination of English language in job sectors.

4.3 Challenges in Job Sectors

In this section, I will write about the responses that I got from my participants regarding what are those challenges that they face in job sectors because of English language proficiency and add my findings with some previous scholars' findings who researched similar topics.

4.3.1 Employee's Personality

As I mentioned before in chapter 3, that I took interviews of five people who are currently doing their job, so I tried to know their individual personal experiences about the challenges that they faced and still facing in their office and relate them with my research questions. Some common problems that most of the participants face because of poor English

language proficiency are anxiety, fear of mistakes, lack of self-confidence, nervousness, and some other factors.

4.3.1.1 Anxiety and Fear of Mistakes

Anxiety and fear of mistakes are interrelated with each other. Moreover, there is a connection between challenges that fresh graduates face in job sectors and employees' anxiety that works as a hindrance in their job sectors. Similarly, because of anxiety issues, they cannot perform well and talk in the English language. MacIntyre & Gardner (1989) stated that anxiety in the English language is associated with the oral performance of English speaking and it creates a problem for a non-English speaker to utter the English language fluently. In this section, I am going to show the responses that I got from participants regarding anxiety issues which create challenges in job sectors directly or indirectly as well as anxiety works as one of the negative feelings and correlate it with Gardener's (1989) findings. When the researcher asked the participants that "do you feel anxious while talking in the English language?" all the participants agreed and said,

Yes, I do feel anxious while taking English, and because of this reason I cannot talk fluently in English (DU Ratul 26, DU Amit 20, DU Shukonna 22, DU Sakib 28, DU Sahil 22).

This finding also supports Lindly's study (2015) where she found that in Malaysia, learners cannot talk in L2 (English language) in a certain situation if he/she does not feel comfortable. Moreover, Lindly (2015) also found that lack of knowledge about the English language also becomes a reason to feel anxious and struggle talking in the English language.

As I said before the anxiety fear of mistakes in English language speaking is interconnected with each other so, if a person is anxious talking in English, then s/he will try to avoid it as s/he is afraid of doing mistakes. Horwitz, Bravington & Silvis (2006) found that in Quarter, speakers

feel the anxiety to communicate with native English speakers as they think that the opposite person will not understand what s/he is trying to say or may laugh at him/her if s/he says any wrong word. While taking interview,

Sakib (28) said,

While talking with a foreign client face to face I always feel anxious because I am not a good speaker of the English language as well as I get stuck while talking so I think they will not understand what I am trying to say, and they may feel annoying and laugh at me.

Getting embarrassment is one of the main reasons that employees face in their job sector and because of this even if they know how to speak in English. When the researcher asked participants “why you feel anxious while talking in English?” Among five participants, three of them said that they do not want to be embarrassed in front of their colleagues at this age because of their poor fluency in English.

Ratul (26) stated,

I cannot talk in English and I feel anxious and think if I utter any wrong word, maybe my colleagues will mock me for uttering any wrong word.

Sahil (22) said,

As my English language speaking is horrible and I stuck while talking in English, so I do not want that my colleagues and juniors criticise me because of it.

Along with Ratul and Sahil, Amit (20) also said stated,

I do not talk in English because I do not want that my colleagues laugh at me or ignore me and criticised me in my absence though I am good at writing.

Similarly, Abrar, Mukminin, Habibi, Asyraf, F & Marzulina (2018) talks about the situation of the English language in Indonesia and they found that both teachers and learners face problems talking in English despite having English instructions for many years. According to their findings, teachers also hesitate to talk in English because they think if they utter any wrong word, maybe his/her students will laugh at him/her.

After knowing the opinions of fresh graduates, it can be said that because of anxiety issues and fear of mistakes many fresh graduates face difficulties in their job sectors. They cannot communicate with others because they feel anxious and afraid while talking in English. One of the possible reasons can be their lack of knowledge about the English language, vocabulary, or practice. That is why they feel helpless and cannot utter anything as well as they are afraid that they may do any mistakes. The finding of this study partially supports Lui's (vol.3, p. p1, 2007) finding where he carried out that in China, one of the reasons that speakers feel anxious talking in English is because they have poor English language proficiency and poor speaking skills.

4.3.1.2 Lack of Self-Confidence and Nervousness While Using the English language

Fresh graduates struggle to talk in the English language in front of everyone because they do not have enough confidence in themselves and feel nervous that is why they can also talk in English fluently. They feel nervous talking with international clients and colleagues or while giving a presentation in English. Among five participants, four of them said that they are lag behind because they think they cannot speak English. When I asked my participants "Do you feel confident while talking in English?"

Sahil (22) stated,

I do not feel enough confidence while giving a presentation in English in front of everyone because I am not a good speaker of the English language, so I get nervous and cannot complete it properly.

Including Sahil, Ratul (26) said,

I know the English words and how to use them properly, but the problem arises when I have to speak in English with my boss in front of my colleagues and I lose my confidence and started feeling nervous because I am not used to it, though I am good at English writing.

Another participant Sakib (28) described,

I have stage phobia and I lose my confidence and get nervous when I have to give a speech on any topic or when my clients ask me to explain what I am going to say. Though I had a clear idea about my presentation, but I could not deliver it properly. At that time, I used to feel very low.

Self-confidence is one of the key elements for an employee to succeed in life. Without having it, it is tough to reach the goal in life. After the interview session with my participants, I find that it is quite clear that because of lack of self-confidence, fresh graduates feel nervous and they can not perform which affects their future career on the job. A similar case is found by Tiej, Wang, Mohsin, Kamran & Yazdi (2021) found that in Pakistan, employees who just entered into a multinational company, are having negative growth as their output is not satisfactory because they do not have enough confidence in themselves and they cannot represent themselves properly because of their lacking in English speaking. Similarly, Asadullah, Juhdi, Hossin, & Abdullah (2019) found that in Bangladesh, because of negative feelings like lack of self-confidence, nervousness, and inner conflict demotivate an employee to do better in job sector because they do not have enough confidence on themselves that they

can do it and shine in their working place. Fresh graduates who come from Bangla medium background, have a negative mindset that English is a tough language and they cannot be fluent in it and become hopeless.

This scenario of having anxiety issues, fear of mistakes, lack of self-confidence, and nervousness are mostly seen in ESOL countries like Pakistan, Bangladesh, China, and other ESOL countries because in those countries the English language is spoken as a second language and people along with fresh graduates are not used it as they do not practice or they do not get enough chance to communicate in English in their daily life which creates problem in their future life.

4.4 Effective Factors that Help to Improve Fresh Graduates' English Language Proficiency

In this section, I will write about some effective factors that help to overcome from challenges that fresh graduates face in their job sectors which are collected through the interview session with my respected participants and try to highlight the answers of my research question. I find E-learning platform and Motivational factors help employees to overcome the challenges that they face in job sectors.

4.4.1 E-Learning Platform

E-learning platforms mainly refer to when a learner learns something and access to some notebooks, videos or lectures via some platforms which are available on the internet (Amin, Akter & Azhar, 2016). When I asked my participants, "Can you briefly say how you overcome challenges that create because of poor English language proficiency?" Some of them mentioned that they use different platforms.

Sahil (26) described,

.....I visit the site of 'Search English' because it helps to improve job-related skills like the proper way of writing commercial emails and teach how to communicate in English...

Shukonna (26) said,

I added myself in different Facebook groups where different people share new English phrases every day and I got to know those new words and I used to note those and try to use them in my daily life conversation.

Ratul (32) shared,

...I see Munzereen Shahid's video on YouTube as she teaches the beginners how to speak in English which encourages me to learn English speaking...

Along with them, some participants said that when they get time, they used to watch English TV series, read English novels, listen to English songs to improve their English language proficiency level. This finding is similar to Arkorful & Abaidoo's (2015) findings where they said that in Sweden and Finland, people use different English language platforms to improve their English language proficiency because they have access to it. Even though, their government also provides some English TV shows to improve the speaking ability of their students. However, Lai, Zhou & Gong (2015) found that in some countries like Japan, South Korea, Finland, the government of those countries banned those channels, and people there did not have any access to those English-oriented channels.

In Bangladesh, there are many e-learning platforms like Robi 10-minute school, BBC janala, Education pedia of Bangladesh which help English language learners to improve their communication skills and helps to enrich their English language proficiency. In my opinion, if a fresh graduate who has Bangla medium background, utilizes this opportunity, they can improve their proficiency level in the English language. Even though, Ali, Hossain, & Ahmed

(2018) also talks about the effectiveness of e-learning in Bangladesh which partially supports my findings and opinion on e-learning.

4.4.2 The influence of Instrumental and Integrative Motivation

Brown (2001) defined instrumental motivation where he said when a learner learns the English language just to communicate with native English speakers and wants to maintain the social standard, is called instrumental motivation.

Motivation in language learning helps an employee to achieve a higher level of position also helps to overcome the barriers that s/he faces because of poor English language proficiency (Tohidi & Jabbari, 2012). In job sectors, most of the employee wants to enrich their English language proficiency to get promotion earlier, to get prioritized by their boss and wants to be praised by their colleagues. This finding supports Zhigang's (1993) finding where he found that Chinese employees want to learn the English language to achieve a higher position in the office. When I asked my participants "What motivates u more to learn the English language?"

Ratul (36) replied,

When I see my boss gives more priority to my colleagues who can speak in English fluently, that motivates me more, as well as I, want early promotion and English language proficiency help me to reach my goal.....it helps me to build up a good career in future....

Sakib (38) stated,

The current demand of English language motivates me to be fluent in English speaking.

Shukonna (26) said,

English is mandatory in my current job position because I have to communicate with international clients otherwise I may lose my job. So, good communication skill is necessary for me.

After analysing, participants' answers it is visible that they are instrumentally motivated, and they learn the English language to get any reward or for avoiding any disadvantage as they know the demand of English language in this current era. Moreover, Khair (2008) found that as Bangladesh is an ESOL country, so here instrumental motivation in learning the English language is more effective than integrative motivation as most of the learners want to learn the English language to shine in the future and cope up with the modern world as they think that the English language is one of the major reasons of globalization. Similarly, Hong & Ganapathy (2017) investigate Chinese employees and found that instrumental motivation worked positively among employees. Warden & Lin (2000) found that in Taiwan, a strong number of employees were motivated instrumentally, and the finding did not support integrative motivation among employees especially those employees who just joined the company. Mohammad (2008) found that that tertiary students in Bangladesh learn English only to get good marks in that subject rather than for a bright future.

However, integrative motivation works among two employees who said they are interested in learning the English language because they want to know more about English culture, their way of talking.

Sahil (30) said,

I love to learn the English language and want to discover new things about this language...

Amit (30) said,

I want to know more about the English language and culture as well as the proper way of using it. Moreover, I want to be fluent like native English speakers.

This finding supports Fielden Burns & Rico García's (2017) finding where they found that in a newcomer employee orientation, a large number of employees wanted to know about the roots of English culture, their hospitality, the way of their lifestyle, and proper communication skills of English language so that they can communicate with native English speakers and adjust themselves with foreign culture if they went to any English speaking country.

Chapter 5

Conclusion

5.1 Introduction

This chapter is going to summarize the major finding of the study and discuss the implication and recommendation of the study and also attempts to fill the gap of the study regarding the challenges that fresh graduates face in their job sectors because of their poor English language proficiency as well as try to shed light on how their previous English learning experience is responsible for their sufferings in job sectors. The three main research questions of this study were:

1. (a) What kind of challenges do graduates face in job sectors because of English language proficiency in Bangladesh?
1. (b) How did they overcome such challenges create because of less fluency in English?

2. How do the fresh graduates feel about their experience of learning English and its influence on their careers?

5.2 Major Findings in Brief

5.2.1 Previous English Learning Experience

As Bangladesh is an ESOL country, so it is shown that in almost every Bangla medium educational institution, teachers use the Bangla language in English learning classrooms which is not satisfactory at all. Maybe teachers do it to make the lesson more understandable to their students, but this thing hampers their productivity in English language and they lag speaking in English which create problem in their job sector.

5.2.2 Major Challenges in Job Sectors

The English language has become one of the prominent factors of globalisation and most of the countries in the world considered the English language as a second language also the alternate way of communication. Along with the entertainment sector, in the field of science, communication, or business, the English language plays a vital role in job sectors too. However, people of ESOL countries always face problems learning English language as well as achieving a good proficiency in the English language which creates problem in job sectors especially for them who just start their job career. Because of not having good proficiency in the English language, employees feel anxious and nervous while speaking in the English language and they are stuck while talking in the English language with their clients. Moreover, they do not have enough confidence in themselves that they can also talk fluently in the English language if they try. After all, they fear of doing mistakes because they care too much about

their surroundings and think if they do mistake at this age, their colleague may laugh at them which work as a hindrance in their future career.

5.2.3 Factors that Help to Overcome Challenges

To improve English language proficiency, employees take some steps that help them to overcome the challenges that they face because of poor English language proficiency. Employees use E-learning platforms to improve their knowledge of the English language as well as it also helps them to apply it in their real-life situations. Even though, motivation also helps them to reach the goal of their career.

5.3 Contribution of the Study

5.3.1 Implications for pedagogy

As the demand for the English language is increasing day by day and it does work like a vehicle to achieve success in life, it would be beneficial for students if our educational curriculum not only focuses on English writing but also other three skills of the English language. Teachers need to focus on all of the four English language skills.

5.3.2 Implications for Society

The Ministry of Education may make the rules that teachers have to take English classes by using the English language and motivate them to learn the English language not only for passing the examination but also for better communication, then it may help them to improve their English language proficiency and they might not face any challenges regarding English language proficiency in their job sectors.

5.3.3 Implications for Theories

I have chosen the conceptual framework which is adapted from Graham (1987), Gardener (1972), and Yorke (2004) which help me to find what challenges fresh graduates face because of less fluency in the English language and what are those key factors that help them to overcome those challenges. New elements such as anxiety, fear of mistakes, lack of self-confidence, self-embarrassment, inability to communicate because of poor English language proficiency are new elements that are added in existence framework which are also reflected in findings. This framework is applicable for ESOL countries like Bangladesh as well as other countries.

5.4 Recommendations

I would like to give some recommendations regarding this study which are given below:

- English learning in schools should be monitored by experts.
- Teachers' training should be organised in modern ways by using modern technology.
- Teachers need to give feedbacks in proper time regarding their mistakes in writing English so that they can correct themselves.
- Teachers need to motivate students to practice English speaking.
- English presentations should be made mandatory in both schools and universities.
- Job sectors need to arrange an English language training system to improve their employees' English language proficiency.

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Appendix A

LETTER OF CONSENT FOR PARTICIPANTS

Dear Participants, I am Marjan Islam. I am doing a post-graduation study in Applied Linguistics and ELT at the Department of English and Humanities, Brac University, Dhaka, Bangladesh. My research title is “Challenges in Job Sectors for Fresh Graduates in Bangladesh:

Focused on Poor English Language Proficiency”. The aim of the study is to find out what kind of challenges fresh graduates face because of their poor proficiency level in English language. For being a part of this interview, you have to sit for a day in a telephone interview. Moreover, your interview will be recorded and I will only use them for my study purpose. If you would like to be a part of this study, please read the concern form carefully and sign it.

Thank you

Marjan Islam

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Please read the following segment and put a tick mark on side.

1. I have read the description and understood the information given which describes what this study is about, and data collection methods will be taken.
2. My participation is voluntary, and I feel free to withdraw at any time.
3. I agree to take part in the interview sessions of the study.
4. I agree to be audio taped for my voice.
5. The researcher has my permission to contact me through the following phone number or email if needed.

.....

.....

Name

Signature

E-mail address:

Phone number:

Appendix B

INTERVIEW QUESTIONS FOR THE PARTICIPANTS

Question number	Interview questions	Background question	RQ 1(A) challenges	RQ 1(B) overcome	RQ 2 Previous learning experience
1	Can you please tell me about your educational background?	X			
2	As English is our mandatory subject so did you enjoy learning English?	X			
3	Did you learn English just to pass the examination or also for a better future?				X
4	Did your teachers encourage you to speak in English?				X
5	What do you think our educational curriculum support learning English properly?				X
6	Where are you working now? Can you please tell me something about your working place?	X			

7	When did you join this company?	X			
8	What do you think, does proficiency in English language create any impact in job sector?	X			
9	Did you face any kind of challenges because of English language fluency?		X		
10	Do you feel anxious while talking in English with your fellow colleagues?		X		
11.	Can you talk fluently in English with your clients?		X		
12.	Does your English language proficiency create any impact on your employee increment?		X		
13	Can you briefly say how you overcome those challenges?			X	
14	Does your company offer any extra courses for improving English language proficiency?			X	
15	What are those things that			X	

	motivate you more to improve your English?				
16	What do you personally do to improve your English?			X	
17	Suppose, if you struggle to improve your English so what kind of problems it will create in your job?		X		

Appendix C

SAMPLE INTERVIEWS OF PARTICIPANTS

Notational Conventions of the Interview Transcripts

Notation	Meaning
1. DU	Discourse Unit
2. I	Interviewer
3. []	For showing action [Laughs]
4. ,	Small pause
5. ...	Long pause (if in the middle of the sentence) Incomplete sentence (if at the end of sentence)
6. Umm/uh	Hedging in speech
7. DU RAT 30	DU student name's first three alphabets DU number DU RAT 30 refers to Ratul's DU number 30

Sample Interview of Ratul

Ratul's Full Interview		
DU	Participants	Interview Questions and Answers
1	I	Hello Ratul. Hope you are doing well. I am doing a research and I am going to ask you some relevant questions. So, I hope you will cooperate with me by sharing your precious information.
2	Ratul	Yes, I will try my best to cooperate with you.
3	I	So, can I start asking you some questions?
4	Ratul	Yes, please.
5	I	Can you tell please tell me about your educational background?
6	Ratul	Okay. I have completed my SSC and HSC from Bangla medium school and college and I have completed my graduation from a national university. In my university, most of the subjects were in Bangla and there are only a few subjects that were taught in English. Then I have done my post-graduation from Brac university. So when I enrolled here, I noticed that without having good proficiency in English, I cannot survive here because teachers are giving lectures in

		English and I have to give examinations in English.
7	I	Okay, I got it. My second question is as English is our mandatory subject, so did you enjoy learning English?
8	Ratul	Umm...as English is our mandatory subject, so I have to learn it and yes I enjoy learning English language because it is an international language and its' demand is increasing day by day. At the corporate level, without the English language, it is tough to survive.
9	I	Did you learn English just to pass the examination or also for a better future?
10	Ratul	Aaaa.... Yes. When I was in school and college, I used to learn English just to pass the examination even at my undergraduate level too. But when I entered into the corporate level, I noticed that without a good English language proficiency, I cannot survive at the corporate level. So, I start giving focus more on English language learning.
11	I	Okay. So in your educational life, did your teachers encourage you to speak in English?
12	Ratul	Actually at school, college, or university level, teachers do not encourage that much to learn English outside the textbook.

13	I	Was there any arrangement to take or give presentations in English?
14	Ratul	No there was no arrangement to give presentations till my undergraduate life but in MBA classes I had to give a lot of presentations in English.
15	I	What do you think, does our educational curriculum support learning English properly?
16	Ratul	No. Our educational curriculum does not support learning English properly because we do not get any chance to practice our speaking in English language. Most of the time even in English classrooms, teachers used to speak in Bangla. So, in my case what I felt was, if a teacher is speaking in Bangla, so why should I speak in English! So my opinion is it would be better if our government change the curriculum.
17	I	Okay. Now I am going to ask you some questions related to your job life. Can I !
18	Ratul	Sure.
19	I	Where are you working now? Can you please tell me something about your working place?
20	Ratul	I am working in a private company. I am working here for almost two years.
21	I	What do you think does proficiency in English

		language create any impact in the job sector?
22	Ratul	Yes obviously. It creates a huge impact because when we have to communicate with foreign clients, we give first priority to those people who have good fluency in English speaking. After all, they have that ability to make understand those clients about our company's policy and future commercial deals. Moreover, it also helps them to get a promotion faster.
23	I	If you don't mind, can you tell me what kind of challenges that you face because of English language fluency in your job sector?
24	Ratul	Well, what I face was when my boss asked me to handle clients, I used to get nervous because at that time I could not speak properly in English. Moreover, I faced problems while giving presentations in my company as well as my colleagues were unable to understand what I want to say as I could not make them understand what I want to say as I was weak speaking in English and at that time, my vocabulary level was not that much high. As well as I was struggling writing emails in English.
25	I	Do you feel anxious while communicating in English with your fellow colleagues?

26	Ratul	Yes. I do feel anxious because I think they will mock at me or ignore me.
27	I	Can you talk fluently in English now with them?
28	Ratul	Umm.. still I get nervous.
29	I	Does your English language proficiency create any impact on your employee increment?
30	Ratul	Not that much. But at the beginning, my boss was feeling hesitant to give me big projects because I was not that much fluent in English. But yes indirectly it does.
31	I	So, how did you overcome those challenges?
32	Ratul	I overcome those challenges through self-learning. I used to read English novels, newspapers. I also saw some YouTube videos on how to improve fluency in English.
33	I	Does your company offer any courses to improve English language proficiency?
34	Ratul	Yes, my company offer one course to improve communication skills. As that course is an advanced-level course, so to be honest it does not help that much to improve fluency in speaking but it helps improve writing skills.
35	I	What are those things that motivate you more to improve your English?
36	Ratul	When I see that my co-colleagues can speak and communicate better than me in English and they are being prioritized by my boss more,

		that thing motivates me more to improve my English language proficiency because I also need to build up my career and reach that level so that my boss can trust me and give me to handle some big projects.
37	I	So you improve your English just to do better in your job. Am I right!
38	Ratul	Yes. You are right.
39	I	What do you personally do to improve your English?
40	Ratul	As I said before that I used to read English newspapers and novels.
41	I	Suppose, if you struggle to improve your English so what kind of problems it will create in your job?
42	Ratul	Okay. So I am sharing with you a real example. What happen in my company is, if an employee is facing a problem in communicating in English even after having a course, my company gives another chance to that employee to improve his English but after a certain period, if he does not improve his English proficiency, we used to shift him in another sector and we do not allow him to handle clients and big projects.
43	I	What do you think does your previous English learning experience is responsible for those challenges that you face in your job?
44	Ratul	Yes, I think so.

45	I	Thank you so much for giving your precious time.
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		*helps to get promotion earlier.		*Fluency in English language helps to get promotion.	1	
Did you face any kind of challenges because of English language fluency?	Challenges in job sector	*Struggled to handle clients because of poor English language fluency. *got nervous while talking in English. *Unable to give presentations properly. * Struggled writing	Well, I face problem is communication. what I face was when my boss asked me to handle clients, I used to get nervous because at that time as I could not speak properly in English. Moreover, I faced problems while giving presentations because I had to give presentations in English as well as my colleagues were unable to understand what I want to say as I could not make them understand what I want to say as I was weak at speaking in English and at that time, my vocabulary level was not that much high. As well as I was struggling writing emails in English.	*Unable to communicate in English. *Nervous. *Poor presentation skill in English *Poor writing skills.	1 1 1 1	24

		emails in English.				
Do you feel anxious while communicating in English with your fellow colleagues?	Negative feelings	*Works anxiety. *Fear of getting embarrassed.	Yes. I do feel anxious because I think they will mock at me or ignore me.	*Lack of self-confidence *Self-embarrassment.	1 1	26
Can you talk fluently in English with your clients now?	Present situation	*work nervousness	Umm.. still I get nervous.	*nervous	1	28
Does your English language proficiency create any impact on your	Employee increment	*Struggled to get big projects because of it. *creates impact indirectly.	Not that much but at the beginning, my boss was feeling hesitant to give me big projects because I was not that much fluent in English. But yes, once I was being replaced from one big project by one of my colleagues because her	*Poor English language proficiency works as hinder. *Indirectly creates impact.	1 1	30

employee increment?			communication skills in English is better than me.			
Suppose, if you struggle to improve your English so what kind of problems it will create in your job?	Consequences of having poor English language proficiency	*Will lose the present position *Cannot allow him to handle big projects in future.	Okay. So, I am sharing with you a real example. What happened in my company is, if an employee is facing a problem in communicating in English even after having a course, my company gives another chance to that employee to improve his English but after a certain period, if he does not improve his English proficiency, we used to shift him in another sector and we do not allow him to handle clients and big projects.	*Demotion *Going to affect employee increment directly.	1 1	42

1 (b). How do they overcome such challenges create because of less fluency in English?

Interview Question (1)	Subordinate key word of question (2)	Subordinate main point from conversation	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into	Frequency of occurrence (6)	Ordering of discourse unit
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		(3)		the form as key word(s) (5)		(7)
Can you briefly say how you overcome those challenges?	Adopted techniques to improve English language fluency	*Self-learning *Try to increase personal knowledge by reading and watching English movies.	I overcome those challenges through self-learning. I used to read English novels, newspapers. I also saw some YouTube videos on how to improve fluency in English.	*Self-learning *Try to develop four skills of English language on his own.	1 2	32
Does your company offer any extra courses for improving English	Possible way of employee's improvement	*Offer advanced-level courses. *Does not help to improve speaking.	Yes, my company offer one course to improve communication skills. As that course is an advanced-level course and so to be honest it does not help that much to improve fluency in speaking, but it helps improve writing skills.	*Offer course *Not helpful for improving English speaking fluency. *Helpful improving	1 1	34

language proficiency?		*helps to improve writing skills.		English writing skills.	1	
What are those things that motivate you more to improve your English?	Motivational factor	*To get priority from Boss *to build up career and promotion.	When I see that my co-colleagues can speak and communicate better than me in English and they are being prioritized by my boss more, that thing motivates me more to improve my English language proficiency because I also need to build up my career and reach that level so that my boss can trust me and give me to handle some big projects.	*Instrumental motivation	1	36
What do you personally do to improve your English?	Self-improvement	*Read newspaper and listen to English songs.	As I said before that I used to read English newspapers and novels and listen to English songs	*Read the newspaper and listen to English songs.	1	40

RQ 2. How do the fresh graduates feel about their experience of learning English and its influence on their careers?

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)
Did you learn English just to pass the examination or also for a better future?	Reasons for learning English	*Learn English to pass examination *To get a job	Aaaa.... Yes. When I was in school and college, I used to learn English just to pass the examination even at my undergraduate level too. But when I entered into the corporate level, I noticed that without a good English language proficiency, I cannot survive at the corporate level. So, I focused more on gathering knowledge about English language to get a good job.	*For passing examination *Instrumental motivation.	1 1	10
Did your teachers encourage you to speak in English?	Teacher's encouragement learning English speaking.	*Did not encourage learning English speaking.	At school, college, or university level, teachers do not encourage that much to learn English outside the textbook.	*Discouraged by teachers to improve speaking skills of English language.	1	12

<p>What do you think our educational curriculum support learning English properly?</p>	<p>Relation between English language learning and educational curriculum</p>	<p>*Does not support properly learning English language. *Do not get a chance to practice English speaking. *Teachers use Bangla in English classroom. *give an opinion to change the educational curriculum.</p>	<p>No. Our educational curriculum does not support learning English properly because we do not get any chance to practice our speaking in English language. Most of the time even in English classrooms, teachers used to speak in Bangla. So, in my case what I felt was, if a teacher is speaking in Bangla, so why should I speak in English! So my opinion is it would be better if our government change the curriculum.</p>	<p>*Does not support learning four skills of English language properly. *Do not get a chance to practice English speaking *Teachers follow the traditional method. *give an opinion to change the educational curriculum.</p>	<p>1 2 2 1</p>	<p>16</p>
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<p>What do you think does your previous English learning experience is responsible for those challenges that you face in your job?</p>	<p>Previous English learning experience</p>	<p>*Face challenge in job sector because of previous English learning experience.</p>	<p>Yes, I think so.</p>	<p>*Previous English learning experience was not fruitful.</p>	<p>1</p>	<p>44</p>
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Appendix D.1

Sample Theme Generation Template

R.Q. 1(a)What kind of challenges graduates face in job sectors because of English language proficiency in Bangladesh? (b) How they overcome from such challenges create because of less fluency in English?						
Q.S: What do you think, does proficiency in English language create any impact in job sector?						
Ratul C (1)	Amit C (2)	Shukonna C (3)	Sakib C (4)	Sahil C (5)	Sub Themes	Themes
Fluency in English language helps to communicate with foreign clients and companies give more priority to those people who have good fluency in English and it also help to get promotion earlier. Rat (22)	Proficiency in English language is needed to get a better job and it helps to communicate with international clients. Amit (16)	Employees with good English language fluency can do better in job sectors as they can handle international clients. Shu (16)	Good English language speaker gets more priority and it helps to get promotion Sak (24)	Fluency in English language is necessary because without having it, a person cannot get any job, or he might lose his job for not having good communication skills. Sah (16)		Helps to communicate with national or international clients. Gets more priority in job. Helps to get better job and get promotion in job early.

Q.S: Did you face any kind of challenges because of English language fluency?						
Ratul C (1)	Amit C (2)	Shukonna C (3)	Sakib C (4)	Sahil C (5)	Sub Themes	Themes
Faced problems at the beginning. Struggle to handle clients and poor presentation and writing skills. Rat (24)	Struggled to give presentations in English and face problems writing commercial mails, cannot handle international clients. Amit (18)	Appointed as a temporary employee at the beginning because of poor fluency in English speaking. Shu (18)	Unable to understand what foreign clients are saying as they speak fast and got stuck while talking in English with them. Sak (26)	Could not communicate in English with others. Sah (18)		Consequences for having poor English language proficiency.
Q.S: Do you feel anxious while communicating in English with your fellow colleagues?						
Ratul C (1)	Amit C (2)	Shukonna C (3)	Sakib C (4)	Sahil C (5)	Sub Themes	Themes
Feel anxious and think people will mock for uttering any wrong words. Rat (26)	Feel nervous and does not want to be criticized by other. Amit (20)	Now I can talk better in English than before. Shu (22)	Feel nervous while doing conversation in English even if I think I can do it. Sak (28)	Get stuck while speaking in English for lack of confidence and does not want to be criticized.		Fear of getting embarrassed. Lack of self-confidence.

				Sah (22)		
Q.S: Does your English language proficiency create any impact on your employee increment?						
Ratul C (1)	Amit C (2)	Shukonna C (3)	Sakib C (4)	Sahil C (5)	Sub- Themes	Themes
At the beginning, struggled to get remarkable projects and did not get promotion on time. Rat (30)	Improve himself in English language proficiency and on the way to get promotion. Amit (24)	Does not get enough money what she deserves. Shu (24)	Got promotion Sak (32)	Boss did not trust him and he (Boss) might think he (Sahil) cannot handle clients properly. Sah (24)		Positive impact. Negative impact.
Q.S: Can you briefly say how you overcome those challenges?						
Ratul C (1)	Amit C (2)	Shukonna C (3)	Sakib C (4)	Sahil C (5)	Sub- Themes	Themes
Self-learning and try to increase personal knowledge by reading English novels and listening songs. Rat (32)	Start seeing English movies with subtitle Amit (26)	Use E-learning platform by adding herself in different English learning groups to develop English language proficiency.	Did nothing special as previous knowledge about English language works as an advantage. Sak (36)	See YouTube videos on how to improve English language proficiency. Sah (26)		E-learning platform English books, songs and movies. Previous English knowledge.

		Shu (28)				
Q.S: What are those things that motivate you more to improve your English?						
Ratul C (1)	Amit C (2)	Shukonna C (3)	Sakib C (4)	Sahil C (5)	Sub- Themes	Themes
To get priority form boss also for early promotion. Rat (36)	The current demand of English language. Moreover, he always wants to know more about English language and culture. Amit (30)	Fellow colleagues are good at English and she wanted to be like them which motivates her to learn more about English language. Shu (26)	Current demand of English language Sakib (38)	Love to learn English and wants to discover new things regarding this language and wants to learn the proper use of this language. Sah (30)		Instrumental motivation. Integrative motivation.

R.Q. 2. How do the fresh graduates feel about their experience of learning English and its influence on their careers?						
Q.S: Did your teacher encourage you to learn English language beside syllabus?						
Ratul C (1)	Amit C (2)	Shukonna C (3)	Sakib C (4)	Sahil C (5)	Sub Themes	Themes

At school, college, or university level, teachers do not encourage that much to learn English outside the textbook. Rat (12)	Teachers encourage to learn English but did not get any chance to practice it with anyone. Amit (10)	Did not encourage to learn English beside syllabus as well as they took English classes using Bangla Language so it discourage to talk and learn more about English language. Shu (8)	Teachers did not encourage that much to learn English. Moreover, they used to provide suggestions for what might come in examination. Sak (12)	Teachers talk in Bangla in English classroom which discourage more as well as they did not teach anything new besides textbook Sah (8)		Teachers' discouragement learning English Syllabus oriented learning Suggestions
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Q.S: What do you think our educational curriculum support learning English properly?

Ratul C (1)	Amit C (2)	Shukonna C (3)	Sakib C (4)	Sahil C (5)	Sub Themes	Themes
Does not support properly. Students do not get any chance to practice English speaking. Even though, Teachers give lectures in Bangla. Rat (16)	School collage's curriculum does not support learning English as they emphasise more on memorisation. Amit (12)	NCBT need to change English textbook and curriculum and need to focus English speaking along with writing. Shu (10)	Focus more on writing rather than speaking and teachers take English classes in Bangla language. Sak (18)	I think to some extent it does support but our teachers are not well trained to take English classes using English language. Sah (10)		Does not support English speaking. Use of GTM method. Teacher's training.

Appendix D.2

Interview Rating

Appendix Rating for Students' Interview

Please respond to the following themes by choosing “Agree” or “Disagree”. You can also suggest new themes on the comment’s column

R.Q.1(a) What kind of challenges graduates face in job sectors because of English language proficiency in Bangladesh? (b) How they overcome from such challenges create because of less fluency in English?						
Theme	Main Ideas	Discourse Unit	Verbal- Support	Inter- rater		Comments/ Suggestions
				Agree	Disagree	
Challenges in job sector because of poor	Poor English language proficiency works as a hindrance in job sectors.	Rat (24)	“Well, one of the main problems was communicating in English and what I face was when my boss asked me to handle clients, I used to get nervous because at that time as I could not speak properly in English. Moreover, I faced problems while giving presentations because I had to give presentations in English, as well as, my colleagues were unable to understand what I want to say as I could not make them understand what I want to say as I was weak at speaking in English and at that time, my vocabulary level was not that	/		

communication skills		Sahil (18)	much high. As well as I was struggling writing emails in English”. “My English speaking is horrible even I struggle to understand what my clients and colleagues are saying when they speak in English. Because of this reason my boss does not allow me to handle any big deals”.	/		Remove increment from main theme.
Anxiety and nervousness while communicating in English in office.	Because of getting embarrassed, employees do not talk in English and they become nervous.	Rat (26)	“I do feel anxious because I think they will mock me or ignore me”.	/		
		Amit (20)	“I feel nervous while talking in English because I think if I utter any wrong word, maybe they will criticize me...”.	/		
		Sak (28)	“At the beginning sometimes, I felt nervous and I used to get stuck while talking in English”.	/		
		Shu (20)	“Though I am good at writing section, but I feel nervous when I have to give any presentations or communicate with my colleagues and clients”.	/		
		Sahil (22)	“As I said before my English speaking is horrible and I can assume that I will do mistakes.”	/		

Instrumental Motivation	Some employees learn English language properly to get a promotion and be recognised by others. On the other hand, some employees like English language and culture and wants to	Rat (36)	“When I see that my co-colleagues can speak and communicate better than me in English and they are being prioritized by my boss more, that thing motivates me more to improve my English language proficiency because I also need to build up my career and reach that level so that my boss can trust me and give me to handle some big projects”.	/		
		Shu (26)	“When I see my colleagues are talking in English in a good manner, I used to ask myself that if they can do it then why cannot I? I also have to improve myself to be fluent like them. And I think, it helps me more”.	/		
Integrative motivation		Sahil (30)	“To be honest, I love to learn English language and want to know more about this culture so that I can discover something new about this language and how to use it properly”.	/		
		Amit (30)	“Umm...the current demand of English language motivates me to improve my English language proficiency. Moreover,	/		

	know more about it.		as I said before that I always wanted to know more about English language, culture and try to adopt those things”.			
Use of E-learning Platform	To improve English language proficiency, employee use different E-learning platforms which are available in internet.	Sahil (26)	...I visit the site of ‘Search English’ because it helps to improve job-related skills like the proper way of writing commercial emails and teach how to communicate in English...	/		
		Ratul (32)	...I see Munzereen Shahid’s video on YouTube as she teaches the beginners how to speak in English which encourages me to learn English speaking...	/		

APPENDIX D.3 INTER-RATER RELIABILITY CALCULATION FOR FRESH GRADUATES’ INTERVIEWS

Calculation of inter-raters’ Reliability

Percentage of agreement: $(14/15) * 100 = 93\%$

[15= total number of verbal supports]

[14= inter-rater’s agreement with the verbal supports]

APPENDIX E

Sample of E-mail for Member Checking

INTERVIEW AND CONSENT FORM



mahima islam



Afiya Humyra

On Wed, 15 Sep, 2021 at 7:57 PM, mahima islam <mahimacps1@gmail.com> wrote: Mahima, I am completely agree with what you write. Thank you.



mahima islam <mahimacps1@gmail.com>

to Afiya ▾

Thank you

APPENDIX F

Audit Trail of the Study

Date	Activities	Record
26 th February	Approval of topic from the supervisor	Approval E-mail
28 th June	Contacting the supervisor for the permission of data collection procedure	Email
20 th July	Interviews of participants	Telephone recording
1 st August	Transcribing interviews.	Telephone recording
23 rd August	Member checking	Email
3 rd September	Contacting rater, sending documents for rating, and receiving inter-raters' feedbacks.	Email & soft copy of the documents

