



# Practice and Challenges of Teaching Reading Skill of English at Secondary Level

An M. Phil. Thesis submitted to the Institute of Education and Research,  
University of Dhaka for the partial fulfillment of the requirement for the degree of  
Master of Philosophy in Language Education

MOURIN BARUA

Roll No: 15-905

Academic Year: 2014-15

Reg. No. - 223

Department of Language Education

Institute of Education and Research

University of Dhaka

March 2022

# Practice and Challenges of Teaching Reading Skill of English at Secondary Level

## Approval

---

Prof. Md. Fazlur Rahman

Supervisor

Department of Language Education

Institute of Education and Research

University of Dhaka

**DECLARATION**

I, Mourin Barua, declare that this M Phil thesis entitled ‘Practice and Challenges of Teaching Reading Skill of English at Secondary Level’ submitted by me at the Institute of Education and Research, University of Dhaka for the degree of Master of Philosophy is based on actual and original work carried out by me under the supervision of Prof. Md. Fazlur Rahman.

I state that any reference to work done by any other person or institution or any material obtained from other sources have been duly cited and referenced.

I further certify that this research paper is authored by me which has not been submitted for publication nor published elsewhere in any print/ electronic form/ version as well as has not been submitted anywhere else for any award.

Signature: \_\_\_\_\_

Date: 08.03.2022

(Mourin Barua)

**ACKNOWLEDGEMENT**

At the outset, I am greatly thankful to Almighty God because I have accomplished this study with His kindness and mercy. This study would not have been possible without the guidance and cooperation of several individuals who contributed and extended their assistance in the preparation and completion of this study.

First of all, I would like to express my heartfelt gratitude to my respected Supervisor **Prof. Md. Fazlur Rahman**, Department of Language Education, Institute of Education and Research, University of Dhaka for keeping faith on me and giving assurance to carry out this study with responsibility. The actual process was going through the research work made me fully comprehend that the mission would have been an impossible one to complete without the contribution of my supervisor. His valuable guidance, inspiration, constructive criticisms and cooperation, supports and advices paved the way to accomplishing this study. Without those it would not be possible to complete within a given time frame.

In addition, my most sincere and special gratitude goes to EIA project, Team Leader, Coordinator and other members at the time of carrying out this study, with the most valuable funding, suggestions, opinions and advice.

Moreover, I would also like to thank to the supportive participants of this study from EIA schools, teachers and respected authority (Education Officers, School Management Committee and EIA facilitators) who helped me and collaborated with me during the data collection procedure. Even the teachers who consistently and continuously helped me and collaborated with me during the piloting and final data collection procedure, without them I could not imagine accomplishing this study.

I would also like to acknowledge to the IER (Institute of Education and Research, University of Dhaka), IER Library, Central Library, and University of Dhaka for allowing me to use library facilities and all the research related articles, journals, paper and thesis to conduct this study smoothly as well as all the researchers whose books and researches have enriched this study.

Even I owe thanks to my all friends, my parents for their support and constant encouragement.

**Mourin Barua**

M. Phil. Researcher

Session: 2014-15

Reg. No: 223

Roll No: 15-905

Date: 08.03.2022

**List of Symbols and Abbreviations**

**Symbols/ abbreviations**

**Expressions**

|      |  |
|------|--|
| CLTA | Communicative Language Teaching Approach |
| EIA  | English in Action                        |
| EFL  | English as a Foreign Language            |
| ELT  | English Language Teaching                |
| L2   | Second Language                          |
| NCTB | National Curriculum Textbook Board       |

**ABSTRACT**

The purpose of this research is to explore the challenges associated with teaching reading skills at the secondary level. The situation here is mostly about the English classroom, where the majority of foreign language learners follow some similar patterns. To explore certain problems, qualitative data on the listed concerns were gathered using semi-structured interviews and questionnaires distributed to eight teachers. A quantitative questionnaire on a 5-point Likert scale was also distributed to 180 students. Even so, they must read one seen passage from their text book and one unseen passage assigned to their level and comprised of the same number of students from six English in Action (EIA) schools participating in an English Language Development program. On the other hand, certain frequent activities through particular reading methods may reflect in the enhancement of secondary level learners' reading abilities. The findings of the study shed light on the nature of English reading skill problems and practices, as well as the role of teachers in the classroom. Furthermore, this study may have consequences for teachers, learners, educators, parents, and government policymakers, and it has been viewed from a pedagogical perspective.

**Table of Contents**

| <b><u>Topic</u></b>  | <b><u>Page No.</u></b> |
|--|------------------------|
| <b>Approval</b>  | I                      |
| <b>Declaration</b>   | Ii                     |
| <b>Acknowledgement</b>   | Iii                    |
| <b>List of Symbols and Abbreviations</b>                         | V                      |
| <b>Abstract</b>  | Vi                     |
| <b>Chapter One- Introduction</b>                                 | <b>1-8</b>             |
| 1.1 Background of the Study                                      | 1                      |
| 1.2 Rationale of the Study                                       | 3                      |
| 1.3 Statement of the Problem                                     | 4                      |
| 1.4 Purpose of the Study   | 5                      |
| 1.5 Justification of the Study                                   | 5                      |
| 1.6 Definition of Key Terms                                      | 6                      |
| 1.7 Research Objectives  | 6                      |
| 1.7.1 General Objective  | 7                      |
| 1.7.2 Specific Objective   | 7                      |
| 1.8 Scope of the Study   | 7                      |
| 1.9 Limitation of the Study                                      | 7                      |
| 1.10 Outline of the Study  | 8                      |
| <b>Chapter Two- Literature Review</b>                            | <b>10-40</b>           |
| 2. Introduction  | 10                     |
| 2.1 The Context of English Language in Bangladesh                | 11                     |
| 2.2 The Education Policy and the Status of English in Bangladesh | 11                     |
| 2.2.1 The Integration of the Curriculum (NCTB)                   | 12                     |
| 2.3 Background of Reading Skill                                  | 14                     |
| 2.3.1 Definitions of Reading Skill                               | 14                     |
| 2.3.2 Types of Reading   | 18                     |
| 2.3.2.1 Intensive Reading  | 18                     |
| 2.3.2.2 Extensive Reading  | 18                     |
| 2.3.3 Sub-Skills of Reading                                      | 18                     |
| 2.3.3.1 Inference  | 18                     |
| 2.3.3.2 Skimming   | 18                     |
| 2.3.3.3 Scanning   | 19                     |
| 2.3.3.4 Prediction   | 19                     |
| 2.3.4 Approaches to Reading                                      | 19                     |
| 2.3.4.1 Top down Approach  | 19                     |
| 2.3.4.2 Bottom up Approach                                       | 19                     |
| 2.3.5 Classroom Procedure for Teaching Reading                   | 20                     |
| 2.3.5.1 Pre reading  | 20                     |
| 2.3.5.2 While reading  | 20                     |
| 2.3.5.3 Post reading   | 20                     |
| 2.4 Teaching Reading Strategies                                  | 22                     |
| 2.4.1 Reading Fluency  | 22                     |
| 2.4.2 Identifying main idea                                      | 23                     |
| 2.4.3 Questioning  | 23                     |
| 2.4.4 Learning New Words   | 23                     |
| 2.4.5 Engaging Students  | 24                     |



| <u>Topic</u>  | <u>Page No.</u> |
|---|-----------------|
| 2.4.6 Visualizing- Organizing                               | 25              |
| 2.4.7 Using Grammar   | 25              |
| 2.5 Teachers' Aptitude in Developing Reading                | 26              |
| 2.5.1 Classroom Assessment                                  | 27              |
| 2.5.2 Evidence-Based Teaching Practices                     | 28              |
| 2.5.3 Motivation  | 29              |
| 2.5.4 Supporting  | 30              |
| 2.5.5 Responding  | 30              |
| 2.6 Current Practices of English Reading in Bangladesh      | 31              |
| 2.7 International Perspective                               | 33              |
| 2.8 Challenges in Reading Skills                            | 35              |
| 2.9 Challenges in Teaching Reading Skill                    | 37              |
| 2.10 EIA (English in Action)                                | 38              |
| 2.11 Conceptual Framework                                   | 38              |
| 2.12 Summary of the Literature                              | 40              |
| <b>Chapter Three-Methodology</b>                            | <b>41-52</b>    |
| 3.1. Introduction   | 41              |
| 3.2 Recapitulation of Research Objectives                   | 42              |
| 3.3 Nature of the study                                     | 43              |
| 3.4 Research Design   | 43              |
| 3.5 Central Phenomena and variable                          | 44              |
| 3.5.1 Variables   | 44              |
| 3.5.1.1 Participants' variables                             | 44              |
| 3.5.1.2 Classroom variable                                  | 44              |
| 3.5.1.3 Scaled Appropriateness Task                         | 44              |
| 3.6 Research Location                                       | 45              |
| 3.7 Population of the Study                                 | 45              |
| 3.8 Sample and Sample Size of the study                     | 45              |
| 3.8.1 Sampling  | 45              |
| 3.8.1.1 Selection of Schools                                | 45              |
| 3.8.1.2 Selection of Teachers                               | 46              |
| 3.8.1.3. Selection of Students                              | 46              |
| 3.8.1.4. Age Level of Students                              | 46              |
| 3.9 Methodology Matrix                                      | 47              |
| 3.10 Data collection tools of the study                     | 47              |
| 3.11 Sources of data collection procedure                   | 48              |
| 3.11.1 Primary source                                       | 49              |
| 3.11.2 Secondary source                                     | 49              |
| 3.12 Scaffolding of the study                               | 49              |
| 3.13 Triangulation of Data                                  | 50              |
| 3.14 Data processing techniques                             | 51              |
| 3.15 Data Analyzing Techniques                              | 51              |
| 3.16 Reliability and Validity                               | 51              |
| 3.17 Ethical Consideration                                  | 52              |
| <b>Chapter Four-Results and Interpretation of Data</b>      | <b>53-109</b>   |
| 4.1 Introduction  | 53              |
| 4.1.1 Matrix of the Study                                   | 54              |
| 4.2 Analysis of the semi structured interview from teachers | 54              |

| <u>Topic</u>  | <u>Page No.</u> |
|---|-----------------|
| 4.2.1 Practice of Reading Skill in English Classroom              | 55              |
| 4.2.1.2 Most emphasized and efficient skill                       | 55              |
| 4.2.1.3 Reading skill is easier than writing                      | 56              |
| 4.3 Reading Techniques  | 56              |
| 4.3.1 Following specific techniques/ methods for reading          | 56              |
| 4.3.2 Activities with specific time                               | 56              |
| 4.4 Teaching Strategies for Reading                               | 57              |
| 4.4.1 Teaching Unknown Words                                      | 57              |
| 4.4.2 Teaching Reading Text                                       | 58              |
| 4.4.3 Teaching Grammatical Structures                             | 59              |
| 4.5 Approaches for Improving Reading                              | 59              |
| 4.5.1 Things followed for improving Reading                       | 59              |
| 4.5.2 Students' Attitude  | 60              |
| 4.5.3 Strategies while practicing for improvement                 | 60              |
| 4.6 Challenges for Reading Skill                                  | 60              |
| 4.6.1 Challenges faced by students                                | 60              |
| 4.6.2 Challenges faced by teachers                                | 61              |
| 4.7 Overcoming Challenges   | 62              |
| 4.7.1 Initiatives taken by school authority                       | 62              |
| 4.7.2 Overcoming Challenges                                       | 62              |
| 4.8 Recommendations on the basis of Teachers' Interview           | 63              |
| 4.9 Analysis of Semi structured interview from the students' part | 64              |
| 4.10 Practice of reading Skill                                    | 64              |
| 4.10.1 Enjoying English   | 64              |
| 4.10.2 Common Classroom practice                                  | 65              |
| 4.10.3 Most emphasized and efficient Skill                        | 67              |
| 4.10.3.1 Reading  | 68              |
| 4.10.3.2 Writing  | 69              |
| 4.10.3.3 Speaking   | 69              |
| 4.10.3.4 Listening  | 70              |
| 4.11 Reading Strategies to improve                                | 70              |
| 4.11.1 Reading Aloud  | 70              |
| 4.11.2 Group Activity   | 70              |
| 4.11.3 Use of Multimedia  | 71              |
| 4.11.4 Teaching New Words   | 71              |
| 4.11.5 Using Pictures   | 71              |
| 4.11.6 Reading Game   | 71              |
| 4.11.7 Group Reading  | 72              |
| 4.11.8 Making Reading Understandable                              | 72              |
| 4.12 Teaching Strategies  | 72              |
| 4.12.1 Teaching a reading text                                    | 72              |
| 4.12.2 Teaching New Words   | 73              |
| 4.12.3 Specific time for reading                                  | 74              |
| 4.12.4 Grammatical structures                                     | 74              |
| 4.13 Students' Participation                                      | 76              |
| 4.13.1 Engaging in Reading Activities                             | 77              |
| 4.13.1.1 Reading Aloud  | 77              |
| 4.13.1.2 New Words  | 77              |
| 4.13.1.3 Brainstorming  | 77              |

| <u>Topic</u>   | <u>Page No.</u> |
|--|-----------------|
| 4.13.1.4 Role Playing  | 77              |
| 4.13.1.5 Quiz and Games  | 78              |
| 4.13.1.6 Group Work  | 78              |
| 4.13.1.7 Motivation  | 78              |
| 4.13.2 Effective Strategies in Practice  | 79              |
| 4.14 Further development / Techniques  | 80              |
| 4.14.1 Encourage to develop Reading Skill  | 80              |
| 4.14.2 Activities used by Teachers for development   | 81              |
| 4.15 Availabilities of Materials   | 83              |
| 4.15.1 Providing Materials to develop reading from school authority                                | 84              |
| 4.16 Classroom Environment   | 85              |
| 4.16.1 Teachers' Method of Teaching  | 85              |
| 4.16.2 Reading techniques followed by teachers for students  | 86              |
| 4.17 Capacity building for English Language Reading  | 87              |
| 4.17.1 Following during reading (skimming, scanning, deductive, intensive and extensive)           | 87              |
| 4.17.2 Quick Summary   | 88              |
| 4.17.3 Things to do after Reading text (summarizing, discussing, translating, main idea or others) | 89              |
| 4.17.4 Improving reading   | 90              |
| 4.18 Classroom Reading Challenges  | 92              |
| 4.19 Overcoming Challenges   | 92              |
| 4.20 Analysis of Quantitative Data (Unseen comprehension)  | 94              |
| 4.21 Analysis of Quantitative data (Seen Comprehension)  | 95              |
| 4.22 Quantitative Data Analysis from the Students' part (Likert Scale)                             | 96              |
| 4.23 Thematic data interpretation from the structured questionnaire (Likert Scale)                 | 97              |
| 4.23.1 Techniques used for Reading Skills  | 98              |
| 4.23.2 Reading Practices in the classroom  | 98              |
| 4.23.3 Techniques for Learning New Words   | 98              |
| 4.23.4 Using Sentence Pattern and grammatical Structures while Reading a Text                      | 99              |
| 4.23.5 Specific Time for Practicing Reading in a Classroom   | 99              |
| 4.23.6 Facing Challenges during Reading Practice   | 99              |
| 4.24 Data interpretation from classroom observation  | 100             |
| 4.24.1 Teachers' role in the classroom for reading   | 101             |
| 4.24.1.1 General Comment   | 103             |
| 4.24.2 Students' role in reading classroom   | 106             |
| 4.25 Summary of the observation  | 109             |
| <b>Chapter 5. Discussions and Findings</b>   | <b>110-119</b>  |
| <b>Chapter 6. Recommendations and Conclusion</b>   | <b>120-127</b>  |
| <b>References</b>  | <b>128-135</b>  |
| <b>Appendices</b>  | <b>136-148</b>  |
| Appendix-A Semi-structured Interview Schedule (Teachers)   | 136             |
| Appendix- B Semi-structured Interview Schedule (Students)  | 139             |
| Appendix-C Structured Questionnaire for students (Likert scale)                                    | 142             |
| Appendix- D Reading Ability Test for Students  | 144             |
| Appendix- E Observation Checklist for classroom  | 146             |
| Appendix- F Letter of Consent  | 147             |
| Appendix- G Letter of Approval   | 148             |

**List of Tables**

|                 | <b><u>Topic</u></b>  | <b><u>Page No.</u></b> |
|-----------------|--|------------------------|
| <b>Table 1:</b> | Methodology Matrix   | 47                     |
| <b>Table 2:</b> | Appropriate Data Collection Tools for Achieving Research Objectives  | 48                     |
| <b>Table 3:</b> | Scaffolding of the study   | 49                     |
| <b>Table 4:</b> | Methodology Matrix of the study  | 54                     |
| <b>Table 5:</b> | Most emphasized Language Skill Mentioned by Students   | 67                     |
| <b>Table 6:</b> | Five options were given to the students what to do after reading a text  | 89                     |
| <b>Table 7:</b> | Practicing five activities to improve reading skill  | 91                     |
| <b>Table 8:</b> | Findings of 5 graded questionnaire to find out the factors leading to practice and challenges of reading skill | 97                     |

**List of Figures**

|                   | <b><u>Topic</u></b>  | <b><u>Page No.</u></b> |
|-------------------|--|------------------------|
| <b>Figure 1:</b>  | Function of reading  | 17                     |
| <b>Figure 2:</b>  | Types, Sub-skills, Approaches and Classroom Procedure of Reading skill   | 21                     |
| <b>Figure 3:</b>  | Conceptual framework   | 39                     |
| <b>Figure 4:</b>  | Methodological Approach  | 42                     |
| <b>Figure 5:</b>  | Exploratory sequential mixed method design   | 43                     |
| <b>Figure 6:</b>  | Triangulation of Research Findings   | 50                     |
| <b>Figure 7:</b>  | Most Emphasized Language Skills by The Students  | 68                     |
| <b>Figure 8:</b>  | This figure corresponds regarding specific time for reading  | 74                     |
| <b>Figure 9:</b>  | The figure corresponds students' replied about students' participation   | 76                     |
| <b>Figure 10:</b> | The figure corresponds about the availabilities of materials   | 84                     |
| <b>Figure 11:</b> | The figure corresponds about the teacher sets interesting tasks to exploit the text, the teacher varies the way of teaching, they have other reasons                                 | 86                     |
| <b>Figure 12:</b> | The figure corresponds responses about teachers give various kinds of exercises, giving attractive introduction, more interesting activities and helping students to guess new words | 87                     |
| <b>Figure 13:</b> | The figure corresponds about extensive reading, inductive reading, deductive reading, scanning and skimming  | 88                     |
| <b>Figure 14:</b> | The figure corresponds of quick summary  | 88                     |
| <b>Figure 15:</b> | The figure corresponds about summarize the text, discuss the text, translate into Bangla, grasp the general idea and "other"   | 90                     |
| <b>Figure 16:</b> | The figure corresponds replies about read a lot, do many kind of exercises, enrich their vocabulary, try to get bet better understanding and explain the other example               | 91                     |
| <b>Figure 17:</b> | The figure corresponds reading unseen comprehension question number 1,2,& 3  | 95                     |
| <b>Figure 18:</b> | The figure corresponds reading seen comprehension question number 1,2,& 3  | 96                     |

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Reading is one of the four essential language abilities that any language learner must master. Muchtar (2019) considers reading to be a receptive skill that emphasizes students' active participation as readers. The aim of this research is to look into the practice and challenges of English reading at the secondary level in Bangladesh. Despite the fact that English is not our first language, it is a compulsory subject in Bangladeshi public schools. Students must complete 12 years of schooling before beginning their undergraduate studies, and they must learn English throughout their schooling.

Education is a basic need of a country. However, it is a necessary component for socioeconomic change and growth of a country. To improve the status of a country, all human being require a language (which is a global instrument for communication) through order to express their thoughts, ideas, feelings, and so on. According to Golder (2000), “Language is the foundation of obtaining knowledge. Language broadens and deepens our understanding. Our limits of the world are being pushed outward. We use words to tag our ideas, and the words then become symbols, allowing us to create new thinking patterns. As a result, its impacts on knowledge acquisition are significant. It is not only an aid for comprehension, but it is also a test of understanding”.

It is expected that Bangladeshi students would conclude their academic studies in school with a solid command of English communication throughout the course of this long-term learning. However, when it comes to communicate in English, the majority of school graduates perform poorly. Despite the fact is that various factors

may be relevant in determining the causes of this problem, it is assumed that a lack of English proficiency (reading in particular) is the primary cause. As English is a skill-based topic, the quality of teaching-learning activities of secondary schools are highly questionable. Following a study of the literature, it was discovered that the majority of students and teachers are unaware about the importance of acquiring English as a foreign language. Students and teachers mostly use their mother tongue (Bangla) to practice English. Even teachers lack the necessary skills to employ effective language teaching approaches and strategies. It is possible that if teachers do not know how to teach English effectively, students will not be able to develop their skills.

In most situations, students do not attain an acceptable level of English communication skills (Chowdhury & Ha, 2008; Hamid & Baldauf, 2008; Hamid, Sussex, & Khan, 2009), and only a small percentage of mainstream English learners encounter fluent school graduates. This raises two crucial questions: what are the present practices of English reading skill, and why so many students are unable to attain the requisite fluency in English after having 12 years of English learning experiences? Since the last decade, English has been identified as a new globalization phenomena. The newly coined word "globalization" has dominated world societies in such areas as social, cultural, political, and economics, as well as having a substantial influence on significant changes in global dynamic communication (Alom, 2003).

Reading is essentially required to acquire a language since all languages require four fundamental abilities. These are the skills of listening, speaking, reading, and writing. Reading is the first and most important step in the language learning process. Any linguistic process may be investigated in conjunction with the signaling system or code that conveys meaning (Benjamin, 1978). My assumption for this study was that adequate English reading practice will assist them in

achieving this achievement. As a result, in this study, I explored current practice and challenges in English reading in the setting of Bangladesh.

## **1.2 Rationale of the study**

Our education system in Bangladesh is separated into several levels; in the secondary level, there are three sub-levels: junior secondary, secondary, and higher secondary. These levels all have English as a compulsory subject. For the English topic, the syllabus is created using a communicative method. To be a fluent language user, everyone should work on four skills: listening, speaking, reading, and writing, in order to improve English as a foreign language. Despite the fact that English is taught from elementary school onwards in Bangladesh, the majority of students struggle with the subject, which is particularly evident in the rural areas of this country. This is due to students in rural areas consistently receiving poor education than students in metropolitan areas. The researcher has chosen one skill in this study, which is English reading skill. Reading, on the other hand, is a skill that is inextricably linked to comprehension. Because reading needs a lot of practice, our teachers should encourage students to develop a reading habit. Despite the fact that our teachers are not well-trained and still use the traditional approach, the majority of our students fail in the public tests. Even students have been exposed to English since the beginning of their academic careers. They are still in secondary school in this circumstance, but they lack English reading skills (comprehension). The researcher, on the other hand, intends to explore this issue as a study problem since the practice and challenges of English reading skill may propose some remedial approaches.

### 1.3 Statement of the Problem

It is a generic scenario in Bangladesh for students to experience difficulties when practicing their reading skills. As a consequence, two particular issues have been addressed for in-depth exploration and inquisition in this work. The first step is to investigate existing reading skill practices by looking into their educational background, psychological behavior, class performance, and teacher opinion. The second step is to determine reading skill problems by observing EFL classrooms from both teachers and students. Reading practice issues may include difficult grammatical structures, pronunciation, comprehension abilities, new words, and the text's underlying meaning. According to Rahman (2007), reading competency is low, and students in our educational system are not encouraged to use their intellectual abilities to evaluate material. As a result of this gap, most secondary school students continue to struggle with their reading skills, despite the fact that reading has previously been taught at the elementary level. The goal of teaching English reading skills should be to prepare students to apply the skill in real-world settings outside of the classroom. Surprisingly, it has been shown that learners are unable to demonstrate their performance in terms of productive competence as predicted. It clearly shows that there are certain gaps in the reading instruction techniques. As a result, recognizing such reading challenges is essential in order to remove barriers that would benefit secondary level students and the educational system as a whole. As a result, the development of reading skills should be given more priority in the secondary level of school. However, the following is the issue statement: "Practice and Challenges in Teaching English Reading Skill at the Secondary Level."



#### **1.4 Purpose of this study**

The purpose of the study is to explore the practice and challenges of English reading skills, as well as some potential solutions for applying effective techniques of reading skill in English at the secondary level. As in the context of Bangladesh, students at the secondary level are not capable enough due to their unwillingness to develop their reading skills on English courses; the current study sought to determine the successful implementation of acceptable techniques for teaching English reading at the secondary level. These ideas will improve existing English practices in the educational sector of Bangladesh.

#### **1.5 Justification of the Study**

The study offers an ephemeral reason for this issue in this session, which acts as the rationale for the current study. Furthermore, to explore this mixed method study, the unique research questions were followed through prior literatures. Because we are non-native English speakers, the usage of English is quite limited throughout Bangladesh. Furthermore, although the degree of consciousness is not adequate, the situation is improving. As a result, students have a very limited opportunity to utilize English in their daily lives. They just attend school for a few hours each day and spend the rest of their time at home. Reading literacy is a complicated skill that facilitates the acquisition of other language abilities (Abraham & Gram, 2009). Nonetheless, it is important to look at the sorts of reading activities students engage in at school and at home, since this is a serious problem, but the major focus is on the practice and challenges of reading both inside and outside the classroom. The findings of this study may potentially be used to make recommendations where the outcomes of this study will support the existing situation, practice, scope, and difficulties that students face when reading English. Recommendations of this study will have the greatest impact because educators, instructors, practitioners, and

policymakers will adapt their policies and tactics in the best interests of students to enhance present practices of English reading skill and overcome challenges.

### **1.6 Definition of Key Terms**

This section provides the meaning of the key terms used in this thesis. This clarifies how the terms were used in this study.

**Grammatical Structures:** A sentence structure is constructed from three components: a word, a phrase, and a clause.

**Intensive Reading:** In-depth reading to achieve specific learning objectives.

**Language:** Language is a communication qualification.

**Skill:** A skill is a type of action that requires practice.

**Language Skill:** There are four fundamental language skills: listening, speaking, reading, and writing. Because every human being receives signals through listening and reading, these two skills are referred to as receptive skills. Similarly, when we speak or write, we create language in order to convey messages to our listeners or readers, so these are productive skills.

**Reading Skill:** Reading ability refers to the capacity to comprehend material and its meaning.

**Skimming:** Reading quickly for the main idea or gist is referred to as skimming.

**Scanning:** Scanning is the process of rapidly reading for a specific piece of information.

### **1.7 Research Objectives**

The objectives of the study are given as follows:

### **1.7.1. General Objective**

The general objective of the study is to explore the nature of classroom practices of English reading skills at secondary level education and the challenges teachers and students face in teaching and learning reading skills.

### **1.7.2. Specific Objectives**

The specific objectives of this study are-

- a. to explore the practices of reading skill in English classrooms
- b. to determine the nature of teachers' aptitude in developing reading skills among students
- c. to find out the challenges of teaching English reading skills
- d. to examine the challenges students face while practicing reading skill

## **1.8 Scope of the Study**

Practice and challenges of teaching reading skill is an important area of study in the context of Bangladesh and therefore, there have a lot of scopes to explore as well as examine many important areas and issues in this field. Practicing reading skill is being one of the key factors that determine success in L2 learning, current situation and overcome language learners' challenges which should be seen as important aspects of both the theoretical and practical study of English language teaching for the L2 learners.

## **1.9 Limitation of the Study**

The main objective of the study is to explore the classroom practices and challenges of teachers as well as students in teaching reading skill. However to conduct this study researcher has faced several problems in the field of research work. Due to time and financial constraints, it was not possible to explore throughout the country, even it was also not possible within the Dhaka city to collect some representative

information. For that reason researcher could not cover the whole part of Bangladesh. As the goals of the study are to find out the challenges of teaching reading skill which are faced by the teachers and challenges of using reading skill faced by the students, researcher liked to choose the respondents who have just got the EIA training as well as intervention from EIA. But the interventions were given by EIA in the very beginning of the year, so I found that teachers were not completely accustomed with the training. It was also another potential limitation of this study.

### **1.10 Outline of the study**

The study consists of six subsequent chapters in total which are given below:

#### **Chapter 1: Introduction**

The first chapter describes the background of the study, rationale of the study, statement of the problem, purpose of the study, justification of the study, specific objectives of the study, definition of key terms, scope of the study and limitation of the study. In addition outline of the study has also presented in this chapter.

#### **Chapter 2: Literature Review**

The second chapter includes review of relevant literature on practice and challenges of teaching reading skill, English language in Bangladesh, current practice and challenges of teaching reading skill, the integration of NCTB, reading strategies and so on to gather a better knowledge for building up a conceptual framework before preceding the next phases especially to work on methodology and primary data collection.

### **Chapter 3: Methodology**

This chapter reveals the chosen research approach which has been designed for this study. In this chapter researcher has followed nature of the research, exploratory sequential research design, population of the study, sampling and sample size, data collection tools, sources of data collection procedure, triangulation of data, reliability and validity and ethical consideration.

### **Chapter 4: Data Analysis**

This chapter presents an overview of qualitative data through the textual format. Textual description and critical discussion has been played a vital role in almost every kind of data presentation where appropriate concepts and criticisms may build data as analytical framework. Statistical chart as diagrammatical form has been followed to present quantitative data. The study has been analyzed the collected quantitative data through statistical analysis which have been draw out the research result for the next phase.

### **Chapter 5: Discussions and Findings**

This chapter replicates about the exploratory sequential methodological findings emerged from primary data. Meanwhile, in discussion section findings are correlated with the support of literature review followed by research objectives.

### **Chapter 6: Recommendations and Conclusion**

Finally recommendations and conclusion has been drawn out in this chapter for further research whereas cross referencing the idealistic situation and the implications of the study will be found.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2. Introduction

In Bangladesh, English is a required subject to learn as a foreign language and is widely used from elementary school to graduate school. English, on the other hand, is utilized as a foreign language in Bangladesh (Ehsan, Ashrafuzzaman & Das, 2013; Ashrafuzzaman, Babu & Begum, 2010; Rashid, 2009; Begum, Rashid and Banu, 2005; Banu, 2002; Ahmed, 2007). In this setting, the most important aspect of learning for primary school students is the transformation of letter symbols into meaningful language (Hirsch, 2003). It is crucial to note that reading is a receptive skill, which is a learning activity controlled by the eye and brain, where the brain analyzes the message received Muchtar (2019). Students must use their cognitive expertise to comprehend the meaning of the text. According to Guthrie and Davis (2003), students with little cognitive knowledge are poor readers who have little trust in their abilities. Aside from them, a good reading habit leads to a strong academic record, which implies that students with a good reading habit do well (Bashir & Matto, 2012). Reading, on the other hand, is a crucial linguistic ability. This study has placed a greater emphasis on reading habits and difficulties that have a significant impact on students' English reading proficiency. As a result, the overall goal of this study is to explore the classroom practices and challenges that students and teachers face when teaching reading skills at the secondary level. Furthermore, the scope of establishing reading ability and overcoming such challenges is taken into account in this study.

## **2.1 The Context of English Language in Bangladesh**

Bangladeshi education system is divided into four levels. It includes primary, secondary, higher-secondary, and tertiary education. Secondary education encompasses grade 6 to 10 of a ten-year official schooling cycle, making it a significant element of a student's education. A huge proportion of students in Bangladesh drop out at this point to begin their professional careers. If education is not prioritized at this stage, it may negatively impact students' subsequent lives and, on a larger scale, well-being and progress of a society (Imam, 2005). Despite severe resource restrictions, the Government of Bangladesh continues to support initiatives to increase the educational base from primary to higher education levels. According to the Bangladesh constitution, English is the unofficial second language of Bangladesh. It is believed that after ten years of English study, students would have a solid mastery of English communication. The research was chosen to determine the students' ability, particularly in developing English reading skills and English comprehension abilities. Thus, after analyzing literature, the practice of teaching Reading Skill of English, particularly the issues of students and teachers at the secondary level, have been found in this study.

## **2.2 The Education Policy and the Status of English in Bangladesh**

Parvin and Haider (2012) stated that Bangla (also known as Bengali) is the only official language of Bangladesh, according to the constitution of our country. However, as a result of a globalized society, English has a very high status in this country. They also mentioned that English is a major factor in the development of a country where the options and opportunities in education, technology, and global trade are effective all over the world. A workforce that is innovative, adaptable, and fluent in English is critical to the socioeconomic progress of a country. Because

language is so crucial in negotiating power relationships at both the interpersonal and societal levels, it is increasingly being used at the global level.

Although it is true that English has become a global language in Bangladesh, English proficiency is linked to social position. Literacy is regarded to have a special "power position" in both popular and policy constructions of education: it is thought to be important for improving economic, social, and political chances (Datta, 2007). Language clearly plays a crucial role in literacy development. Learning a language consists of four core skills: listening, speaking, reading, and writing (TQI-SEP, 2006). Oral (listening-speaking) and written (reading-writing) language are the terms used to describe these two types of communication. Although the constitution of People's Republic of Bangladesh declares Bangla to be the official language of this country, English plays a vital role in Bangladesh, and balanced Bangla-English multilingual fluency is uncommon even among the educated (source: international relations and security network, constitution of the people's republic of Bangladesh 4th November 1972). In English classrooms, mainstream schools in this country use prescribed texts that appear to be ineffective (Kirkwood, 2013).

### **2.2.1 The Integration of the Curriculum (NCTB)**

In recent years, the government of Bangladesh has taken steps to introduce interactive and creative learning practices at the classroom level. Nonetheless, English education in schools are frequently done in a prescriptive manner. In general, English teachers prefer to offer lecture-based classes in which students are not allowed to communicate with one another. As a result, many students are unable to develop sufficient conversational abilities in English. Because this study is about reading skills, I would like to carry out how Bangladeshi secondary school students' reading comprehension eligibility of English, yet they still struggle to learn English



because reading comprehensions are believed to be the most difficult element of English study. Despite the fact that the majority of students are unable to use English appropriately and grammatically, the school level English curriculum offers ample room for grammar acquisition and basic language four skills learning (including reading abilities). This diametrically opposed setting motivates me to explore how practice and challenges of teaching English reading skills take place. It is obvious from this study that only a few studies on the practice and challenges of teaching reading English skill in Bangladeshi secondary schools have been completed so far to explore the current status of reading skill in Bangladeshi secondary schools. The primary goal of the NCTB curriculum (2012) is to improve students' competency in four skills, one of which is reading. According to Rahman (2007), teaching reading skill is vital to define, and students experience obstacles when reading something in English. Many researchers have defined and analyzed it in many different ways.

Reading perspectives vary from person to person, depending on the individual's attitude and goals toward written words, and from language to language, depending on the purpose of reading and the content of the text. As a result, the reader's aim, the text and textual contents, the readers' attitude toward the text, the reading materials, and the reader's experience all play a role in the definition and meaning of reading. However, it is assumed that both teachers and students regarding English reading as a means of improving their English grades. As a result, they are unaware of the importance of having appropriate reading knowledge for communicative function.

## **2.3 Background of Reading Skill**

Since foreign language education should assist students attain some level of communication skills in the foreign language, all circumstances in which natural communication happens must be exploited, and many more acceptable ones must be developed. The information gap and the opinion gap are devices that aid the teacher in creating communicative activities. Participants in information-gap activities are forced to share information in order to discover a solution (e.g., reconstruct a text, solve a problem, and write a summary) (Klippel, 1984).

Now it is my prime focus in the teaching of reading, so the importance have to define closely that what problems students are facing while reading something in English. Because we are Bangalis, the use of English at the family level in Bangladesh is quite low too. Reading helps to shape one's personality, thoughts, abilities, and knowledge. Reading is a habit that may be maintained throughout one's life if it is practiced on a regular basis. This should be instilled in children from an early age and throughout their schooling. Furthermore, the degree of consciousness of many of our parents is not adequate, but it is higher than it was previously. As a result, students have a very limited opportunity to utilize English in their daily lives. Every day, students spend only a few hours in school and the rest of the time at home. Reading is a complicated skill that facilitates the acquisition of other language abilities (Abraham & Gram, 2009).

### **2.3.1 Definitions of Reading Skill**

It is also challenging to define reading in a word. The definitions and analysis by many educators are in different ways. The perspective of reading differs from person to person, depending on the person's individual attitude and aims towards printed words, from language to language considering the cause of reading and the content of the text.

Reading perspectives vary from person to person, based on the person's particular attitude and goals toward written words, and from language to language, taking into account the reason for reading and the content of the text. According to Shaw (1959), reading is the transmission of thoughts, moods, and emotions via which one absorbs 'the ideas and feelings of others. However, Ransom (1978) defines reading as a "conversation" between the author and the reader. He also claims that, like a speaker, "the writer is attempting to transmit some message to another person." According to Afreen and Masum (2014), since reading is a receptive skill that includes extracting meaning from a book, students feel better if they read the material with their own intentions. It never carries out the task of identifying the few new words and their meanings. Reading, according to Goodman (1967), is a "psychological guessing game." Although Patricia Carrel et.al. (1988) defined reading as an "interactive process" in which readers can use their background knowledge and previous experience to make sense of the text, but Chomchaiya & Dunworth (2008) stated that implicit or overt reading plays a dynamic role in promoting learning English through reading through the encouragement of family and friends.

Certain scholars identified some issues that they encountered, and students can adapt their reading by speeding up, slowing down, or pausing to read another book to gain some background knowledge on the present subject (Pressley & Gaskins, 2006). Poor readers must put in a lot of effort to understand if they do not have these basic reading procedures. Poor readers will eventually become clearly extremely significant readers if these reading methods are used. Even while socioeconomic stratifications are significant for early reading success, in this case, if parents read aloud to their children at home (more than three times per week), it also has a favorable approach (attitude) to learning Geske & Ozola (2008).

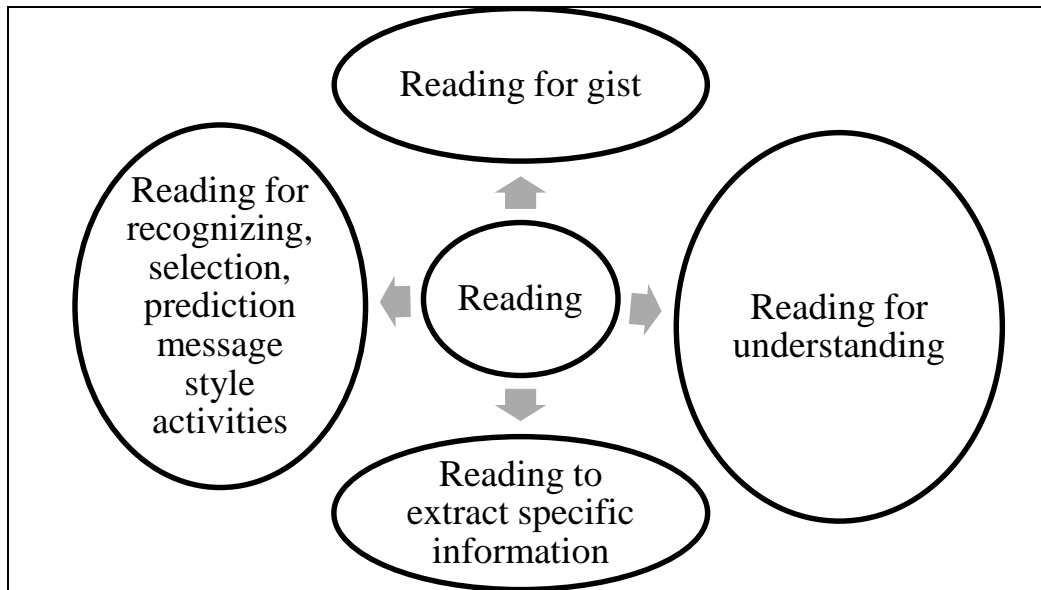
Some researchers argue that reading is a conceptual and thinking process that takes place through print, and that the process is interpretive (Emerald et al.: 1982). Reading, according to Widdowson (1979), is the "process of acquiring linguistic information via print." Reading, according to Williams (1996), is "a process" in which one looks at and interprets a written text. According to Moynihan (1969), reading "often employs chronology, comparison-contrast, causation, and analogy." Nuttall (1996), on the other hand, considers reading to be the act of "getting out of the text as nearly as feasible the message the writer placed into it."

As a result, the definition and meaning of reading are heavily influenced by the goal of the reader, the text and textual contents, the reader's attitude toward the text, the reading materials, and the reader's experience and schemata. However, scholars have attempted to describe it in their own manner, based on their observations and thoughts.

Reading, as a receptive skill, interacts with several elements of learning. Therefore, reading deals with the following figure, according to (Roy, 2007, p.3):

Figure 1

*Function of Reading* (Source: Roy, 2007, p. 3)



“Among the four language skills, reading is the most essential. Students must have an understanding of reading abilities and sub-skills”. Jordan (1997) proposes the following reading abilities and sub-skills for academic reading: Prediction, skimming (fast reading for the main idea or gist), and scanning are some examples (reading quickly for a specific piece of information), differentiating between true and non-factual information, differentiating between significant and less important things, differentiating between relevant and irrelevant information, making deductions and conclusions deducing unfamiliar terms, comprehending graphic presentation, comprehending text structure, and comprehending linguistic/semantic characteristics (i.e. the link between and within sentences – cohesiveness, as well as identifying discourse/semantic indicators and their purpose).

## **2.3.2 Types of Reading**

Reading is a receptive skill and there are mainly two forms of reading. There are two types of reading: intensive reading and extensive reading.

### **2.3.2.1 Intensive Reading**

Intensive reading is reading word by word in order to complete certain objectives. While attentively reading, the reader may come across unexpected lexical elements, various idiomatic phrases, thoughts concealed in the paragraph, and so on. This is also known as 'reading for comprehension' or 'critical reading.'

### **2.3.2.2 Extensive Reading**

Extensive reading is a broad range of fluent pleasure reading (Mughtar, 2019). This type of reading includes journals, magazines, and daily newspapers. Teachers can create a reading club in their schools and allow every student to engage in a variety of reading activities. Reading success is highly reliant on the learner's initiative and positive reading mindset. Reading is a cognitively demanding activity that is required for the type of knowledge society that one envisions in a worldwide setting. As a result, students of today must understand how to learn via reading and integrate into today's literate society. A reader can guide others to the light.

## **2.3.3 Sub skills of Reading Strategies**

### **2.3.3.1 Inference**

It is the obligation of a reader to make a judgment based on the factual presuppositions provided by the text (Nuttal, 1996).

### **2.3.3.2 Skimming**

Skimming refers to the technique through which a reader reads the gist of a text. Skimming, according to Grellet (1996), is a "more comprehensive action" since it "needs an overall perspective of the text and indicates certain reading skill."

Skimming is a well-defined reading activity, not a random approach. The ultimate trick to reading swiftly and effectively is skimming. When a reader's attention is pulled to a piece of reading material, they should be looking for specific things. This indicates that readers must leave it in order to see it in its full. Getting away from the page is more of a mental effort than a physical one. Readers should hold whatever they intend to read at arm's length for a time as the first act.

#### **2.3.3.3 Scanning**

Scanning is the process of extracting a specific word from a text. Nuttall (1996) defines scanning as "glancing quickly over a text either to seek for a specific piece of information (e.g. a name, a date) or to gain an initial sense of whether the text is acceptable for a certain purpose."

#### **2.3.3.4 Prediction**

Prediction is defined as "the assumption or predicting what will happen next, using pragmatic sense comprising grammatical, lexical, and cultural clues" (Grellet, 1996). Greenall and Swan (1986), on the other hand, argued that prediction is knowing what information is new to the reader and what information s/he already knows about as s/he reads the text.

### **2.3.4 Approaches to Reading**

#### **2.3.4.1 Top-down Approach**

The reader utilizes prior knowledge to predict the meaning of the text. The reader's own experiences and points of view have a significant impact on how they understand a text (Rahman, 2007).

#### **2.3.4.2 Bottom –up Approach**

Bottom-up technique begins with an initial level of reading a text, such as beginning with a word or grammatical unit to grasp a full text. According to Nuttall (1996),

"the reader constructs a meaning from the black markings on the page: identifying letters and words, figuring out sentence structure."

### **2.3.5 Classroom Procedure for Teaching Reading**

#### **2.3.5.1 Pre reading:**

It is comparable to the skimming process. During the pre-reading stage, the instructor should carefully plan exercises that psychologically prepare the students to absorb what he or she will teach in the next stage (Rahman, 2007).

#### **2.3.5.2 While reading:**

This is an important component. According to Williams (1996), this is the most active stage of the three because correct actions in this phase help students to grasp the writer's goal, understand the text structure, and explain text content. In this case, Nuttall (1996) has also identified several causes for students' inability to read a book, such as negative expectations, inappropriate assignments, incorrect processes, expecting students to run before they can walk, and incorrect texts.

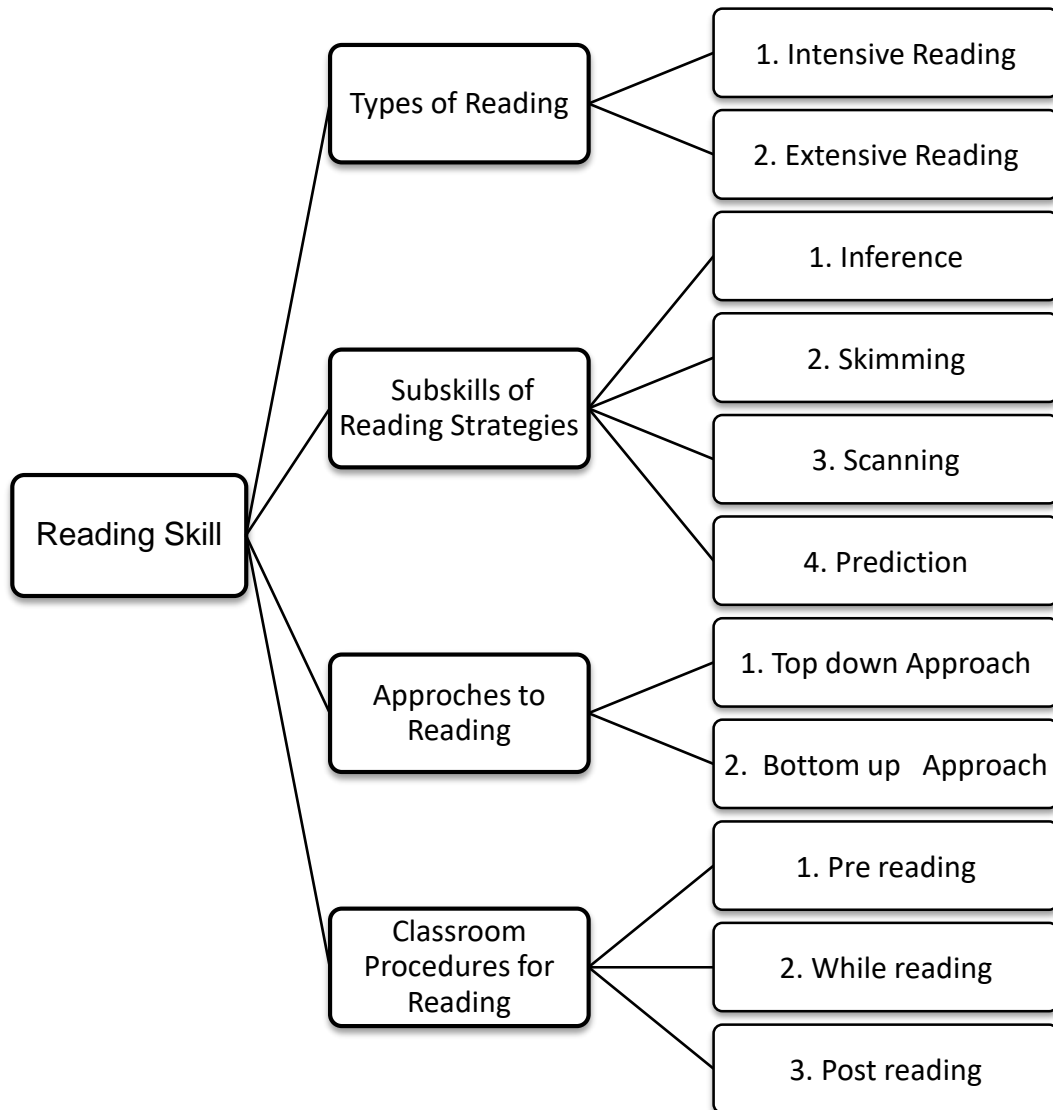
#### **2.3.5.3 Post reading:**

Post reading, in essence, encourages the reader to critically evaluate the materials. During the post-reading stage, the instructor may inquire about the students' reactions to the book, for example, if they liked and enjoyed it, or whether they found it beneficial or not (Rahman, 2007)



Figure 2

*Types, Sub skills, Approaches and Procedures of Reading skill* (Source: Rahman, 2007, p. 18, 39-64)



## **2.4 Teaching Reading Strategies**

Many teachers as well as learners experiences that as English is a foreign language, most difficulties are found in the process of learning and teaching productive skill like reading. On the other hand different methods, approaches and techniques are invented to make the teaching and learning process of productive skill easier both for teachers and learners. Thus the main purpose of this study is to identify the techniques of teaching reading skill as practiced in the modern world as well as in our country. This study sought to answer few questions related to the implementation of those techniques in our country.

In contrast, students often think that the ability to read a text is the part of language learning. Effective teachers teach students reading strategies-reading fluency, identifying main idea, questioning, learning new words, engaging students and visualizing- organizing using grammar to understand the meaning that they can use to help themselves expand students' knowledge of the language and confidence in using it. Teachers employs students to follow some reading strategies so that the students can improve their reading skill.

### **2.4.1 Reading Fluency:**

Reading fluency refers to how quickly a reader can read a reading material. Reading fluency can also be affected by the reader's reading ability or habits. Reading fluency, according to Wolf and Katzir-Cohen (2001), is "a level of correctness and pace at which decoding is relatively straightforward, oral reading is smooth and accurate with proper prosody, and attention may be dedicated to comprehension." Thus, reading fluency, means as a combined effect of word reading accuracy and speed of information processing, reading speed, and prosody, which is a key component of reading proficiency level (Hudson, Lane, & Pullen, 2005) when there is a very direct relationship between fluency and reading ability (Rasinski, Reutzel, Chard, & Linan-Thompson, 2011). Fluent readers interact with more text in the

same period of time, which increases both fluency and comprehension (Spear & Swerling, 2006).

#### **2.4.2 Identifying main idea:**

A skilled reader will be able to recognize the primary concept of the text. According to Grellet (1996), developing a grasp of the gist of a text is essential for summarizing. Students are compelled to read significant phrases since summarizing is “an exact and impartial description of the material, stripping out our emotion to it” and rejects any small details.

#### **2.4.3 Questioning:**

Questioning is a natural element of reading a book. Class reading activities (question-answer) can assist students by encouraging them to apply what they have read through 'application' questions. Widdowson (1978) proposed several sorts of questions for comprehending the meaning of a reading text, such as open questions, right or incorrect, multiple-choice options, factual questions, inference questions and so on. Students must practice several sorts of reading text exercises, such as narrative, expository, non-fiction etc. Students' understanding will increase if they can extract the necessary information. Understanding a printed document entails getting as much information as possible from it. Despite the fact that Grellet (1996) points out that such "kind of inquiries" might be beneficial to students if they pay close attention in a reading text.

#### **2.4.4 Learning New Words:**

The most obvious reason for students' poor reading is a lack of new words. Because English is a foreign language in our nation, students normally have a limited vocabulary. Almost every sentence has a new word. Inadequate understanding of new words causes them to become stopped at each sentence, and they begin to lose

interest in reading a text. It not only impedes their capacity to read smoothly, but it also incapacitates their ability to acquire a language. Many scholars think that a lack of vocabulary is the primary reason of students' bad reading. Students' issues, according to Breen (1975), include a "paucity" of vocabulary, a lack of autonomous reading, and an inability to meet the demands of mandatory reading. Multiple word meanings are also a hazard to students at times. Inattentive and bad readers are frequently unable to comprehend the precise meanings of a reading material. As a result, students encounter various difficulties in their reading and become bored. Students frequently encounter idiomatic and metaphorical interpretations of words, phrases, sentences, or even the whole text. Almost every reading passage contains idiomatic and/or metaphorical phrases. They are unable to achieve any connotative meaning at all.

#### **2.4.5 Engaging Students:**

In order to effectively teach EFL reading, teachers need to use students who use good reading methods. Students' classroom activities should mirror the intentional, task-based, interactive character of actual reading. According to Goodman (1967), a psycholinguistic model of the reading process maintains that the reader is actively involved in attempting to recreate the author's meaning. However, in order to improve reading skills, students should be engaged in group work, peer collaboration, role acting, aloud reading, and silent reading. Reading is sometimes seen as a participatory activity. This involvement may be encouraged in the classroom through several techniques. Actively produced inter-learner conversation of the book and associated tasks necessary for the improvement of their reading skills. This necessary involvement also motivates students to apply what they have learned. Teachers should remember that this type of deliberate, vocal engagement reflects the interactivity of the efficient, individual, silent reader.

#### **2.4.6 Visualizing- Organizing:**

Visualization and organization of many sorts of activities may be used to help students improve their reading skills. According to Dechant (1982), students may struggle with visual identification, have poor visual discriminating skills, be weak in visual imaging, and have poor visual sequence memory. Furthermore, they may have poor visual recognition and so be unable to recall familiar words when needed. Grellet (1996) proposed several visualizing organizing methods. They are: rejecting irrelevant material, determining the topic sentences and their relationship to the remainder of the text, distinguishing between generalizations and particular statements, and creating structural outlines of the structure of the text. Though there are certain higher order reading sub-skills such as critical assessment, differentiating facts and views, identifying bias, comprehending the author's attitude, tone, and voice, and personal responses. Students must be able to see a text and organize things through reading practice.

#### **2.4.7 Using Grammar:**

Correct grammatical or syntactic structure is also crucial for students' reading skills. Readers may become confused when complex grammatical patterns are used. Recognizing text structure entails understanding and internalizing "how sentences are linked together to create paragraphs, how paragraphs construct the passage, and how this organization is indicated" (Greenall et. al., 1986). If students do not grasp how a reading text is structured, they will struggle to appreciate the coherent meaning of a story. Students who can detect right grammatical structure may be able to comprehend complex texts. In this example, Nuttall (1996) stated that "it is simpler to comprehend complex phrases if one can identify the principle by which the text is arranged and see how the concepts hang together." However, readers who are unable to do so may encounter difficulties in the text, and at the conclusion

of their reading, the overall meaning of the text they uncover becomes confusing and disorganized.

## **2.5 Teachers' aptitude in Developing Reading**

Since it is intended at behavioral change, teaching is more than simply a basic activity of exchanging knowledge among students. As a result, teachers must ensure that their students learn something useful that will help them in real life situations. Teachers are required to recognize the significance of their responsibilities in students' learning progress, particularly in reading. When teaching reading skills to students, teachers must employ a variety of techniques as well as a keen interest. Furthermore, students' success in learning to read is decided by the teacher's aim to serve them in learning to read. It implies that, while teaching reading, the teacher must assist students in understanding and learning how to read properly, as well as provide clear elaboration and directions, and guide students through each step of the reading process. The process of improving reading skills, as well as teaching aptitude, is significant. Teachers must do in order to enhance students' reading skills for pre-reading, while-reading, and after-reading. Some aptitudes may be appropriate for the development of reading skills. Because the ultimate objective of reading comprehension is to comprehend the author's message and use what has been learnt for exploration in a story (Kintsch, 2004), On the other hand, students must learn a set of reading skills or tools in order to get off to a solid start. As an English reading skill teacher, one should prioritize the importance of early reading skills, ideas, and techniques like the ones listed below in order to acquire reading comprehension.

- “Hearing and manipulating particular sounds in spoken words (known as phonemic awareness) • Recognizing and recognizing a range of upper- and lowercase written alphabet letters
- Understanding ideas about how printed language appears and functions

- Expansion of oral language (speaking) vocabulary
- Recognizing that spoken language sounds "map" onto written language letters
- Accurately, quickly, and expressively decoding words.”

According to research, teachers' expertise has a significant impact on the quality of their education and student learning. Researchers have proposed that changes in teacher classroom performance explain 15 to 20% of the variation in student success over the previous two decades (Anderson et al., 1985). According to prior research studies, some skills that teachers may use to increase students' reading skills include: classroom assessment, evidence-based teaching practices, motivation, supporting, and responding.

### **2.5.1 Classroom Assessment:**

The first thing that the teacher must demonstrate or instruct in the reading process is demonstrating or instructing. Students must be able to grasp reading norms and genre restrictions of certain forms of reading. Assessment is critical for ensuring that each student receives adequate training and then confirming that learning has occurred. Classroom assessments enable us to analyze students' literacy processes as well as the products they produce as a result of these processes. The ultimate objective of classroom evaluation is to appropriately inform instruction. Assessments offer instructors with real-time student information, allowing them to make judgments regarding "next steps" for continuing student learning with successful teaching techniques. Classroom assessment refers to observations, record keeping, and ongoing performance measures used by teachers to gather information about each student's reading growth (Afflerbach, 2007; Flippo, 2003). Furthermore, teachers must analyze each student's past reading abilities in order to plan instruction for those he or she has not yet developed. Effective reading teachers can quickly assess each student's knowledge, develop instructional roadmaps based on what students already know, and then educate students depending on what they

are ready to learn next. Pre, while, and post reading teaching, effective reading assessment happens in classrooms. Reliable, accurate and efficient reading assessment methods, as well as thorough data analysis, are required to support successful reading teaching (McKenna & Stahl, 2009; Reutzel & Cooter, 2011). Teachers must also be able to assess the quality of assessment tools, as well as deliver and analyze scores and data collected from a range of assessment instruments. Teachers frequently create their own well-thought-out assessment plans in conjunction with colleagues in order to meet the aims of a successful reading teaching program. Teachers must evaluate the goals of each assessment, testing circumstances, and the amount of time available to gather and, most importantly, analyze assessment data in order to inform, shape, and modify subsequent instruction. In order to minimize the amount of time taken away from instruction, effective reading teachers consider how smoothly incorporate their assessment efforts into classroom reading instruction, utilizing informal data-gathering techniques throughout whole-group, small-group, and individual instruction. In recent years, many educators have employed computer software and technology such as personal data assistants (PDAs) to collect and assess evaluation data "on the fly" during class (McKenna, Labbo, Kieffer, & Reinking, 2006; Wepner, Valmont, & Thurlow, 2000).

Finally, the grade assessment performed by the teacher during the reading process relates to how the teachers analyze and grade the students' reading efforts. Teachers do this to monitor their students' reading development.

### **2.5.2 Evidence-Based Teaching Practices:**

Teachers must relate student learning requirements to effective teaching techniques to enhance their success after creating continuous assessment profiles for students, placing each on the literacy development continuum and determining what each is



ready to learn next. There is significant scientific data on the most effective methods for teaching each of the fundamental reading skills, ideas, and strategies required for success in learning to read and write. Great teachers have a variety of choices in their educational toolbox to assist each student attain his or her greatest potential when learning to read. The National Academy of Sciences and the National Research Council funded one of the first papers highlighting the need for evidence-based reading education. A panel of notable reading and education experts met to evaluate current research papers in order to decide which skills, concepts, and approaches should be taught to avoid students from falling into early reading difficulties. To make their results more accessible to parents and teachers, their study, *Preventing Reading Difficulties in Young Children* (Snow et al., 1998), was followed by a companion publication, *Starting Out Right: A Guide to Promoting Children's Reading Success* (Burns, Griffin, & Snow, 1999). The National Research Council outlined critical reading teaching components in these two studies.

### **2.5.3 Motivation:**

Some students find it difficult to read in English fully. Furthermore, they may be unfamiliar with the new terms or any figurative words used to convey signals from a reading text. Teachers might assist students in this circumstance by challenging them to generate thoughts and then convincing them to work on their reading. According to Gambrell and Marinak (2009), motivation is a fundamental "pillar" of effective reading teaching that is not addressed in the National Reading Panel report (2000). Wigfield & Guthrie (1997) defines motivation as a set of interconnected social and emotional aspects that impact students' reading choices:

- Efficacy: The belief that “I can accomplish it”
- Challenge: Tasks that are simple and those that are tough
- Curiosity: The urge to learn or discover

- Involvement: Controlling one's thoughts actively and consciously
- Importance: Personal quality or dignity
- Recognition: Recognition, certification, awards, and so on
- Grades: A specific form of recognition in schools or individual assessment
- Interaction: collaboration with others
- Competition: Working hard to win or to be the greatest
- Compliance: Attempting to escape penalty or unfavorable recognition
- Enjoyment: Choosing the pleasure over the tough words

Turner and Paris (1995) condense this motivational construction into the six categories: (1) choice, (2) challenge, (3) control, (4) collaboration, (5) meaning construction, and (6) consequences. To improve students' reading skill, teachers must follow these aptitudes for their better learning.

#### **2.5.4 Supporting:**

Another skill that teachers must possess is the ability to support students. When students are engaged in reading activities in the classroom, teachers become the major supports for the students, especially when the students confront challenges. Teachers must be present to their students in times of need and well equipped to assist them in resolving problems. As a result, the students will be driven to complete their reading.

#### **2.5.5 Responding:**

The last aptitude is reacting to students' reading activities. Teachers' reactions to their students' reading assignments are referred to as responding. This exercise focuses on content and construction. Teachers might give feedback or recommendations for students' reading progress after evaluating their reading assignments.

Finally, teachers must be able to track such aptitudes throughout the process of reading skill development. This can help students become better readers, especially if they are afraid to express themselves in English as a second language.

## **2.6 Current Practices of English Reading in Bangladesh**

In Bangladesh, teaching has experienced considerable changes, with a focus on communicative teaching to encourage students to participate more actively. If we concentrate solely on reading ability in the EFL classroom, the practice of teaching English reading ability in Bangladesh has diverged from the norm. However, the most followed approach is communicative Language Teaching Approach (CLTA), which is followed by the primary and secondary level in the context of Bangladesh as well as many parts of the world (Mamun, 2014).

As a result, reading is a particularly successful skill for L2 learners and teachers because it is based on CLTA (Communicative Language Teaching Approach). However, when it comes to L2 reading, individuals face a variety of challenges such as complex structure, a lack of vocabulary, lexical inefficiency, and so on. Reading is a passive, dull activity for some people who do it alone (Greenwood 1998), and lack of motivation can lead to a lack of interest (Dechant 1982).

However, students can use their cognitive and knowledge resources in a variety of ways, including scanning, skimming, inductive, deductive reasoning, reading for general comprehension, reading to integrate information, and critical evaluation of reading materials (Schmitt, 2002).

According to the study, learners' main issues are their fear of English as a foreign language, a lack of vocabulary, and a lack of grammatical knowledge, as well as teachers' inefficiency in using CLT approaches and other techniques, as a result, they do not read on a regular basis, which increases their deficiency. Furthermore,

learners do not consider developing reading skills to be an important aspect of learning a foreign language, but they read as much as they need to pass a test. Teachers do not provide enough exposure to English learning resources outside of the syllabus. As a result, students are uninterested in reading English literature outside of their syllabus (Ahmed, 2012).

Adult learners, as well as children, can have challenges with reading. The survey method is commonly used to determine the issues that students confront. However, most of the studies do not include techniques for dealing with difficulties. Quder (1999) investigated on Bangladeshi students why students struggle with English reading and discovered that poor readers are unable to pinpoint their difficulty regions and are unaware of the causes of their difficulties. The results of the study also revealed that 15% of the students read in their first language, while only 3% read anything in English. Another interesting conclusion was that just about a quarter of English learners (12%) read English newspapers or periodicals. In addition, weak readers have a limited vocabulary and lack the ability to infer background knowledge.

If I move forward to tertiary level of the context of Bangladesh, the scenario is that reading texts can be complicated by cultural variations and a lack of contextual information. According to a survey conducted by Haque (2006) cited in Shahidullah (2008), undergraduate students in Bangladesh must read 90 text/reference volumes in English through a long four years study period. As a result, higher education necessitates significant English reading. The results of this study revealed that there is a disparity between reading at the tertiary level and reading done up to the higher secondary level, as determined by a survey. Because Bangladeshi students engage in a limited amount of reading, many reading issues occur at the tertiary level in order to manage the significant reading required at that advanced level of education.

## **2.7 International Perspective**

Internationally, several researchers are measuring the success of schools and tertiary institutions in a variety of countries. South Africa received the lowest score out of 40 countries studied in the most recent International Reading Literary Study (IRLS), which was conducted in 2006. A study conducted in the Philippines on reading challenges at the university level identified certain common issues, such as difficulty in comprehension, reading laziness, vocabulary problems, and reading as a tedious pastime, among others. The study also identified certain issues with reading aloud, in addition to reading difficulties and solutions (Garcia, Ramayan, Sepe and Silor, 2014).

Reading aloud with perfect pronunciation and restricted applications of in-depth knowledge are the primary strategies of English reading skills practiced in these schools. As a result, learners lack the necessary confidence to respond to a question after reading an English text. When the relationship between the written word and the uttered word helps to generate comprehension regarding the text; Beck and Juel (1995), Denton, Reaney, and West (2001); Snow, Burns, and Griffin (1998), and several other authors have underlined that reading aloud is vital (Lyon 1999).

A number of international studies have found that reading aloud to a child has a positive impact on his or her literacy development in the preschool years. Parents and children's collaboration at the pre-school age has a significant impact on students' reading literacy, according to assessments of Latvian data. It is reasonable to believe that good practice and methods will suffice this learning gap.

In the context of UK, teaching, learning, and evaluation all are controversial and contested topics at the moment. Education as a whole in broader sense, the growing political focus on what teachers do in the classroom, as well as heated debates about the increasingly selective processes by which students in schools transition between

primary and secondary schooling, secondary and tertiary levels, as well tertiary and university or the workplace, have pushed assessment ideas to the forefront of political and media discussion. For adult learners, these discussions are sharper in certain ways: Demonstrating the value to taxpayers of continued government funding for adult learning opportunities has always been difficult in a system still dominated by and organized around the idea of education as something primarily for children and young people, completed full-time, and leading to national qualifications in an uncomplicated manner. Adult learners have a wider range of learning goals and definitions of success and performance, and one might expect this diversity to be represented in political discussions about and regulation of assessment in this setting, but this is not the case (Derrick and Ecclestone 2008).

Some studies have been conducted to determine the reading techniques employed by students in various circumstances. For his study, Hutchins (2011) gathered data for 15 weeks to see how students employed reading techniques. To obtain data, the researcher utilized pre- and post-survey informal observation and the findings revealed a favorable link between learning and employing certain reading methods.

In the context of Malaysia, a study on reading methods was undertaken to determine the level of awareness of ESL students (Aziz et. al., 2011). ESL students mostly employ reading techniques to grasp the language when studying a second language. Reading strategies show “how readers conceptualize a problem,” and (Singhal, 2001) assisted them in properly understanding and comprehending.

Anderson (1991) looked at the strategy use of adult ESL learners in a research. The results indicated that both low and high competent learners employed comparable reading methods in that study, which included both quantitative and qualitative data. High proficient learners employed methods more precisely and efficiently than low proficient learners, according to the findings. As a result, the researcher

of this study concluded that strategy is not just about understanding which one to employ, but also about properly implementing it.

“Deliberate activities that learners select and control to attain desired aim or objectives,” according to Winograd and Hare, 1998 (as cited in Anderson, 1991). To improve one's reading ability, it is important to learn more about what reading methods should be used and how they should be used so that the benefits will be maximized.

## **2.8 Challenges in Reading Skills**

Students are struggling harder to acquire reading abilities, but they have the freedom to take use of more possibilities in their surroundings. As a result, we believe that the problems that students encounter from the starting of their academic careers are mostly the result of social and economic issues. Geske and Ozola (2008) discovered that systematic and suitable school assistance would assist students in achieving their goals and overcoming their parents' educational, environmental, and economic hurdles. However, in the context of Bangladesh, students at the secondary level encounter a variety of challenges when reading course materials. Students, particularly in Bangla medium schools, do some reading activities at school and are not accustomed to reading supplementary materials at home because they are rarely taught reading in efficient techniques. However, students are required to read more texts at home, but they have a variety of reading difficulties. In addition, Gray (1936) noted that reading difficulties among college students in his paper. He also discussed some of the factors that contribute to low reading success, and students were tested for them. He stated that students had a restricted vocabulary, had no understanding level of how to link meaning with words, and had ineffective reading habits.

On the other hand, previous research have indicated that a few problems are primarily caused by a lack of facility management (reading hurdles) and assistance from educational institutions. Reading literacy is required for learning topic knowledge, getting gist information, having clear comprehension with enjoyment, and successful communication. Reading is a complicated activity that requires eye movement, decoding, encoding, and the use of linguistic awareness (Fisher, 1981). As a result, students confront challenges as they progress through this intricate process. However, if this process is not addressed at the elementary level, then it can be carried to the secondary and tertiary levels. Even English reading competence is necessary to be a proficient reader, and it is vital for all academic reasons, especially for students studying English as a second language. In this regard, Sekara (1988) stated that reading in tertiary education is “not for enjoyment but for knowledge that has been studied, arranged, and recorded in line with the standards of academic discourse.”

Reading difficulty, according to Lovett, Steinbach, and Frijters (2000), is defined as an individual's inability to develop "rapid, context-free word identification skill." Reading in the second language differs from reading in the first language because the nature of second language proficiency may affect reading skill in L2.

Lerner (2000) states that "students who get off to a slow start in reading seldom catch up; bad first grade readers are likely to continue to be poor readers." Because some students do not naturally develop reading abilities, decoding, word identification, and reading comprehension must be taught directly and systematically. However, reading is not taught consistently in the majority of Bangladeshi schools, and as a result, the country generates poor readers.



## **2.9 Challenges in Teaching Reading Skill:**

Teachers encounter obstacles in the classroom, such as students with language issues or inadequate literacy of prior knowledge and academic experiences. Unfortunately, many new teachers are inadequately to meet their students' language and literacy demands (Moats, 1994). Although teachers are expected to continue learning and developing after they begin their careers, teacher preparation programs must guarantee that prospective teachers start the field with the necessary knowledge and abilities to effectively teach reading. To examine the causes of reading challenges, Hartney (2011) claimed that the majority of today's teenagers and adults have problems that were overlooked or avoided as children. Furthermore, some linguists agree that reading proficiency in L1 is necessary for acquiring fluency in L2. According to Alderson (2000), one should be a better reader in L1 than in L2, and fluidity will assist one to be similarly excellent in L2 reading. As a result, prior to acquiring improved L2 reading skills, L1 reading must be prioritized (Nutall, 1882). Other elements, such as one's socioeconomic situation and household environment, might have an influence on one's reading (Dickinson and Neuman, 2006). They also noted that poor reading levels and parental actions might contribute to reading failure.

Teachers should maintain a regular reading habit to avoid those reading challenges. Thus, reading habits and the usage of digital devices can both have an impact on reading texts. Studies showed that developing a reading habit at a young age has a positive impact on reading and is also beneficial to academic achievement (Akarsu and Dariyemez, 2014). The findings also revealed that participants were impacted by media and technology, but the research did not go into detail about the difficulties they could encounter. Another essential aspect of language is vocabulary, which is linked to reading habits and understanding. Both the teachers and students have to enrich their vocabulary with a regular reading habits. In this

case, according to a research conducted by Cain (2011), leisure time spent reading can aid in the development of a larger vocabulary, which assists in the development of improved comprehension skills.

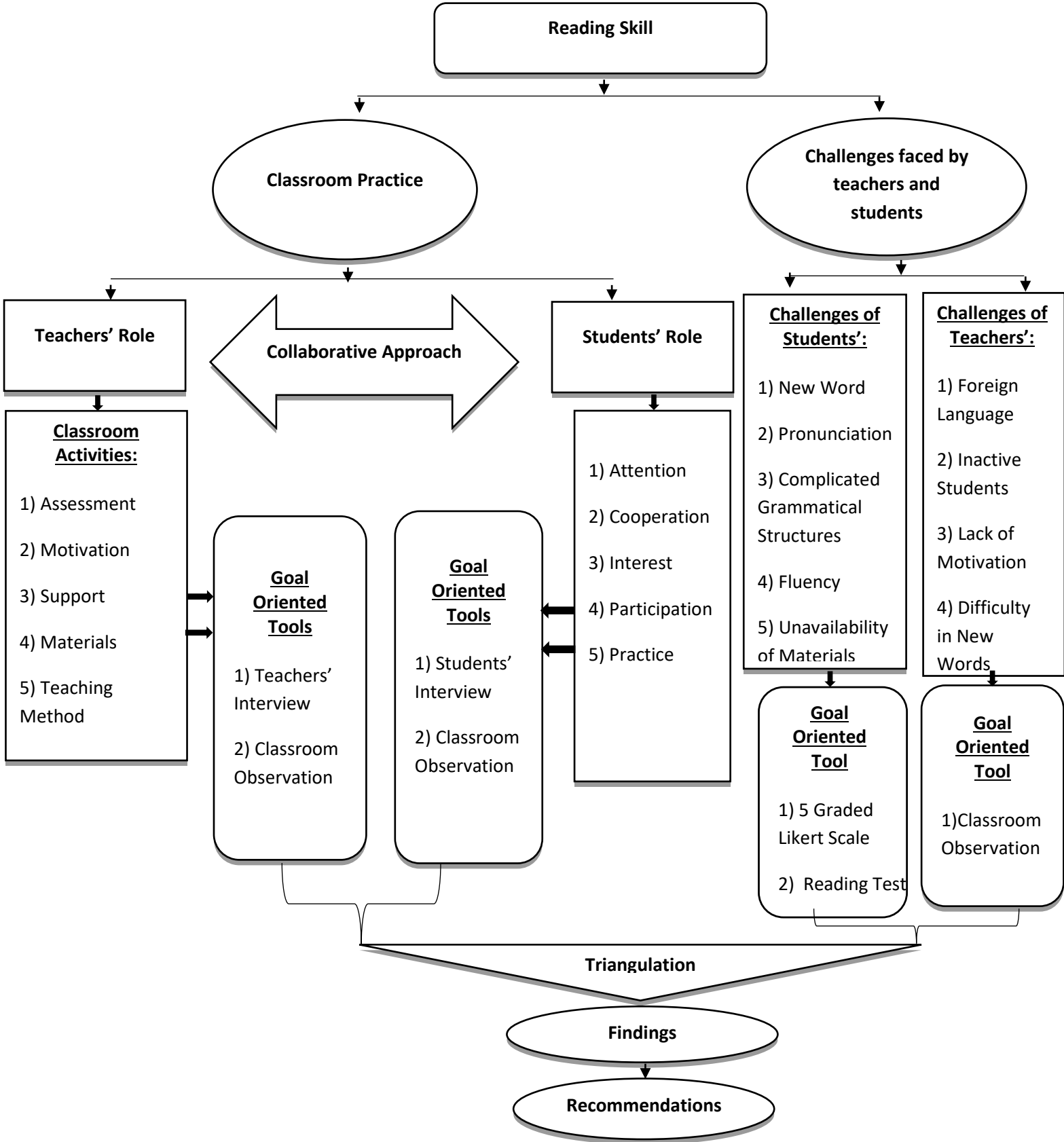
### **2.10 EIA (English in Action):**

Burton and Azim (2014) said that EIA is a nine-year (2008-2017) English language educational programme supported by UK aid. The major goal of this project is to give English learning opportunities in Bangladeshi elementary and secondary schools. Furthermore, this initiative was primarily concerned with developing social and economic possibilities throughout the country, in both rural and urban regions. The researcher has chosen EIA intervening schools to perform this study as part of this project as it was a funded research.

### **2.11 Conceptual Framework**

After reviewing some literature, conceptual framework has been established which is followed by the mentioned tools and my own concepts. In a sense, the general objective was to explore the practice and challenges of teaching reading skill along with four specific objectives those had been executed in the following way:

Figure 3. Conceptual Framework



## **2.12 Summary of the Literature**

Finally, a review of the literature indicated that English Reading competence is clearly needed in secondary school education in our nation. Simply said, if a person follows all of the phases of reading skill development, he or she will be able to increase his or her reading proficiency. Everyone, including teachers and students who are non-native speakers, should follow these procedures. The current gap in reading ability inadequacies will then be filled. A proper reading practice will bring about a shift in our educational system. Because there is little attention devoted to the adolescent (secondary level) with varied reading challenges, the research intends to focus on exploring existing practice.

## **CHAPTER THREE**

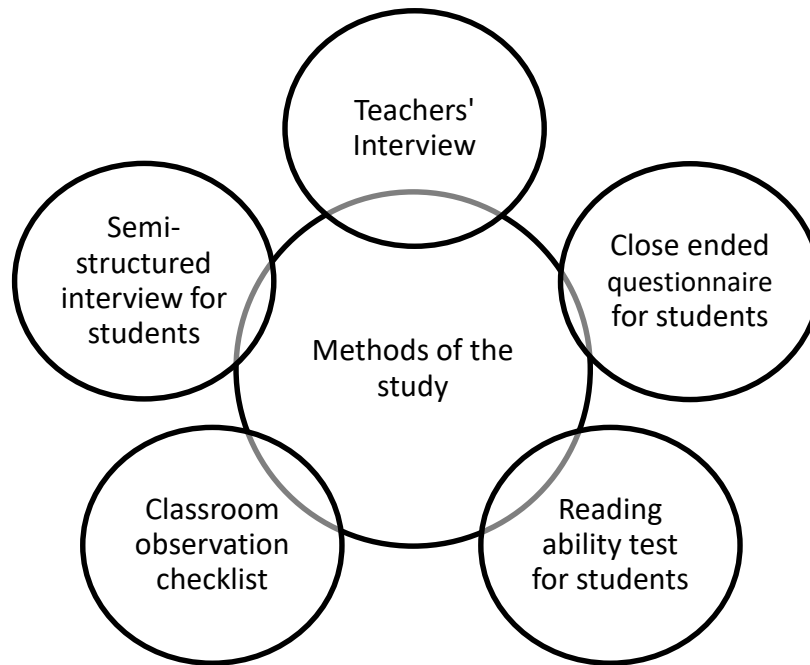
### **METHODOLOGY**

#### **3.1 Introduction**

This chapter provides a detailed overview of the study's methods and techniques. The study seeks to collect data from primary and secondary sources using both qualitative and quantitative methods. The secondary data was gathered through published materials and documents, while the primary data was gathered from various types of respondents. However, because the comprehensive qualitative portion of our study investigated the qualities and practices of reading competence, the study used an exploratory style of research design to triangulate better conclusions by utilizing appropriate instruments of our study. The quantitative component investigated the difficulties encountered by instructors and students when practicing reading in the setting of Bangladesh. The purpose of this study is to explore the practice and challenges of teaching reading skills. The researcher has previously visited schools several times, and after the piloting data was completed, final data were gathered purposefully from the selected schools in order to observe such current practices and challenges of teaching reading skill. These data were gathered from secondary school teachers and students who received assistance from EIA. Following the methodological approach of this study, however, includes:

Figure 4

*Methodological Approach* (Source: Hossain & Barua, 2004)



### **3.2 Recapitulation of Research Objectives**

According to the purpose of this study, the specific objectives of this study are-

1. To explore the practices of reading skill in English classrooms
2. To determine the nature of teachers' aptitude in developing reading skill among students
3. To find out the challenges of teaching of reading skill
4. To examine the challenges of students while practicing reading skill

### 3.3 Nature of the study

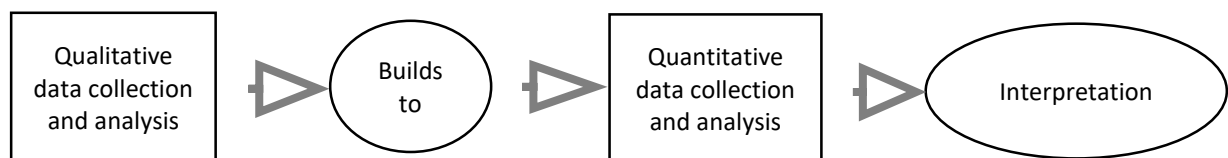
This study follows exploratory sequential mixed method following semi-structured interview questionnaire, close-ended questionnaire, reading ability test and observation checklist to collect primary data from secondary schools.

### 3.4 Research Design

This study was conducted using exploratory sequential mixed methods design (Creswell, 2012; Creswell & Creswell, 2018). The design guided the selection of research tools, participants and data analysis approach. Both qualitative and quantitative data were analyzed equally in this study. First, qualitative data was gathered and then analyzed. Then, based on the qualitative analysis, quantitative data was collected and analyzed. Finally the mixed method design has interpreted. This exploratory sequential mixed method design fits with my study as a researcher, I am certain that forming more thoroughly informed ideas on mixed method research and making creative use of a variety of mixed method designs may increase the quality of research in the field of educational research. As a result, the choice of exploratory sequential mixed method research instruments is verified and triangulated by the rationale of the study, research objectives, and research context needs. In this study, quantitative data validated qualitative results, where the number of participants were huge than the participants of qualitative data. As a result, the researcher is able to obtain the scenario of reading practices while also learning the explanation for the situation.

Figure 5

*Exploratory sequential mixed methods design* (Source: Creswell & Creswell, 2012)



### **3.5 Central Phenomena and Variable**

This chapter seeks to gather data from an exploratory approach on the basis of tools of judgmental acceptability, preferences and uses of two reading comprehensions (seen and unseen) on this context.

#### **3.5.1 Variables:**

##### **3.5.1.1 Participants' variables:**

For this study, researcher selected 205 male and female participants currently living in central and outer part of Dhaka district. Among the 205 who are divided into two groups; one group is for semi-structured interview schedule and other group is for five point Likert scale. These participants' opinions were extracted for thematic and statistical consideration.

##### **3.5.1.2 Classroom variable:**

The next variable researcher consider classroom environment variable for this purpose of this study, researcher selected six schools where English in Action (EIA) provided intervention to the Bengali speaking participants. Here intervention is mentioned as training of teachers those who are able to teach English by a communicative approach to the non-native speaker.

##### **3.5.1.3 Scaled Appropriateness Task:**

Participants were informed to complete the scaled appropriateness task within a given time frame. They have to fill up the five graded close ended questionnaire to share their opinion. This Likert scale allows a suitable measurement of spatial scaling.



### **3.6 Research Location**

The study areas were basically selected within Dhaka district. The reason for selecting the area was the providing intervention in schools by EIA. Otherwise to reach in six schools in remote area was a bit easy for communication system, availability of participants and financial support. For the demand of the study, researcher selected this area which is located remote side from Dhaka division and researcher has chosen only secondary level.

### **3.7 Population of the Study**

According to Johnson and Christensen (2004), a population is the total group that a researcher is interested in learning more about. The population of the study consists of all the teachers as well as students of Bangladesh from secondary schools related with the research title.

### **3.8 Sample and Sample Size of the Study**

In this study, researcher needs to explore the existing practices of English reading skill at secondary school where both the teachers and students face challenges as well to determine teachers' aptitude for developing reading skill among students. However, sample, sample size and sampling have been selected from different secondary schools. Moreover researcher has followed 5 point Likert scale to examine the ratio of challenges face by students in English classrooms. However, considering all the issues sampling and sample sizes are given below:

#### **3.8.1 Sampling:**

##### **3.8.1.1 Selection of Schools**

Six schools have been chosen from the outskirts of Dhaka district. During the selection process, greater emphasis was placed on boys and girls, their family

backgrounds, rural areas, qualified and subjective teachers, EIA intervention offered schools, and so on. Purposive sampling technique has been followed here.

#### **3.8.1.2 Selection of Teachers**

To collect data from the English teachers, researchers have selected two (02) English teachers in each school so that from 06 schools, researcher has got 12 English teachers. Purposive sampling technique has followed here to collect primary data.

#### **3.8.1.3 Selection of Students**

Five (05) students were chosen from each school for a semi-structured open-ended interview schedule, with students chosen on purpose from six different schools of class ten. Furthermore, 3 (three) classroom observations of all students and teachers in each school were conducted. In addition, 30 students were chosen on purposively at random basis to provide quantitative data in response to the structured questionnaire for 5 point Likert scale as well those students participated for reading assessment both seen and unseen comprehension.

#### **3.8.1.4 Age Level of Students**

The students, who range in age from 15 to 17, were carefully chosen from six public and private institutions in the outside Dhaka region. The specified number of English teachers were drawn from the same schools.

Furthermore, the practice and problems of teaching reading skills have been recognized from teacher perspectives in order to carry out this study. Purposive sampling was used to obtain qualitative data from 5 students, 30 students were chosen for quantitative data, and twelve (12) teachers from the six (6) selected

schools were interviewed. The same teachers had already been asked to participate in teaching reading skills for classroom observation.

### 3.9 Methodology Matrix (Research Tools, Sample, Sampling and Analysis at a Glance)

Table 1

*Research Tools, Participants, Sample Size, Sampling and Data Analysis*

| Research Tools                                     | Participants                     | Sample Size                | Sampling         | Modes of Data Analysis            |
|--|----------------------------------|----------------------------|------------------|-----------------------------------|
| Semi-structured Interview for Teacher              | Teachers                         | 6x2=12 (T)                 | Purposive        | Thematic and Statistical Analysis |
| Class Observation                                  | English Class room               | 6x3=18 classroom (Grade-X) | Purposive        | Thematic Analysis                 |
| Open ended questions for students                  | Learners from Selected Classroom | 6x5=30 (L)                 | Purposive        | Thematic Analysis                 |
| Likert Scale for quantitative data                 | Learners from Selected Classroom | 6x30=180 (L)               | Purposive-Random | Statistical Analysis              |
| Reading Assessment (seen and unseen comprehension) | Learners from Selected Classroom | 6x30=180 (L)               | purposive        | Statistical Analysis              |

### 3.10 Data Collection Tools of the Study

The data have been collected through semi structured interview from English teachers, open ended as well as close ended questionnaire from students and classroom observations checklist (e.g. goal setting and implementation) in the above mentioned selected institutions. The proposed data collection tools and their attributes are given bellow:

One (01) semi structured interview questionnaires for teachers, one (01) open ended questionnaire for students, one (01) close ended questionnaire for students and one (01) observation checklist in total 5 tools have been used to conduct this study. These are-

Table 2

*Appropriate Data Collection Tools for Achieving Research Objectives*

| Research Objectives  | Tools   |
|--|---|
| 1.To explore the practices of reading skill in English classroom             | Classroom Observation checklist<br>Semi-structured Interview for Teachers<br>Semi-structured Interview for Students |
| 2. To determine the nature of teachers' aptitude in developing reading skill | Semi-structured Interview for Teachers<br>Semi-structured Interview for Students                                    |
| 3. To find out the challenges of teaching reading skill                      | Semi-structured Interview for Teachers<br>Classroom Observation checklist   |
| 4. To examine the challenges of students while practicing reading skill      | Close ended questionnaire for students<br>Reading Assessment  |

### **3.11 Sources of Data Collection Procedure**

Commonly primary and secondary source of data have been used purposively. Source of data means the actual way where someone collects the necessary data. However, to conduct this study, researcher has collected specific data from the field to find out the problem of this study as well as to get the actual scenario. But, there has no doubt about the quality of the data collected from the field. As required, it might be possible to obtain additional data during the study period. Moreover,

secondary data have also been used to conduct this study. In this study, researcher has used both sources of data.

### 3.11.1 Primary Source:

Semi-Structured Interview questions for students, Close ended questionnaire for students, Semi-structured Interview questions from English teachers and English classroom observation Checklist.

### 3.11.2 Secondary Source:

Secondary data consist of published records, reports, journals, magazine etc. However, for literature review, data will be used from secondary sources.

## 3.12 Scaffolding of the Study

Table 3

*Scaffolding of the Study*

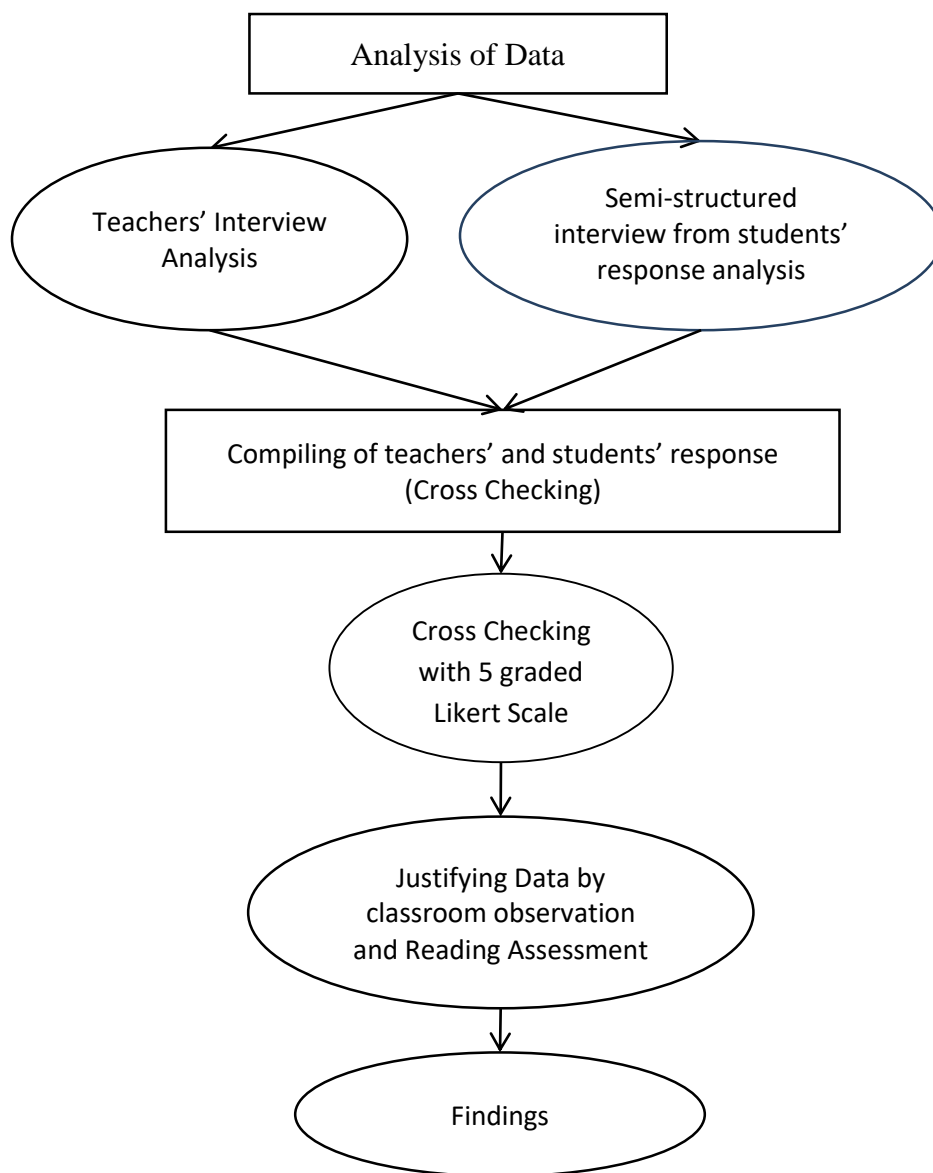
| Research Objectives  | Tools                                  | Data Source |
|--|--|-------------|
| 1. To explore the practice of reading skill in English classroom             | Classroom Observation checklist        | T, S        |
|  | Semi-structured Interview for Teachers | T           |
|  | Semi-structured Interview for Students | S           |
| 2. To determine the nature of teachers' aptitude in developing reading skill | Semi-structured Interview for Teachers | T           |
|  | Semi-structured Interview for Students | S           |
| 3. To find out the challenges of teaching reading skill                      | Semi-structured Interview for Teachers | T           |
| 4. To examine the challenges of students while practicing reading skill      | Close ended questionnaire for students | S           |
|  | Reading Assessment                     | S           |

### 3.13 Triangulation of Data

For increasing the validity of the data, the study use multiple sources and instrument of data collection and analysis. Figure 6 summarizes the ways in which the data were triangulated.

Figure 6

*Triangulation of Research Findings*



### **3.14 Data Processing Techniques**

Qualitative data have been presented through the textual format. Textual description and critical discussion has been played a vital role in almost every kind of data presentation. Statistical chart as diagrammatical form will be followed to present quantitative data.

### **3.15 Data Analyzing Techniques**

The study has been analyzed the collected quantitative data through Microsoft excel and a detail qualitative description that have been given on the basis of our observations, interviews and questionnaire by thematic analysis and statistical analysis. These presentations has helped me to draw a precise set of research findings.

### **3.16 Reliability and Validity**

The strength of the research is determined by its dependability and validity. In this study, the researcher attempted to validate the data based on the study's demand and the presentation or interpretation of the participants' thoughts and perceptions. The researcher gathered data from trustworthy sources after obtaining permission from English teachers and school principals. Data triangulation is necessary to validate the results or outcomes in order to ensure reliability and validity. To carry out this exploratory mixed method design, the researcher triangulated interviews with teachers, a classroom observation schedule, a semi-structured open-ended questionnaire from students, interview questions from teachers, a close-ended questionnaire from other students and reading assessment.

### **3.17 Ethical Consideration**

To conduct this study, maintaining ethical issues in research is not so easy. In every step, researcher has followed some important ethical considerations to maintain ethical criteria throughout the research.

- For collecting data researchers have used consent letter
- Data have been collected after getting permission from the authority
- Any word or phrases that might hurt the sentiment of the participants that have been carefully removed from all phases of the study
- While collecting data researcher was physically presented
- Report writing was based on actual primary data
- Before collecting final data researcher has collected piloting data for 2 times and reviewed data for several times, finally fixed data
- Before collecting data from semi structured interview, researcher has ensured that respondent's identity and their opinion would not be disclosed, except for this study



## **CHAPTER FOUR**

### **RESULTS AND INTERPRETATION OF DATA**

#### **4.1 Introduction**

In this chapter, data was entered, coded, and analyzed from various perspectives to assure the study objectives. It is the section in which the immanent results were discovered through primary data analysis. In this study, three types of data collecting technologies were employed. Semi-structured qualitative interview questionnaire, observation checklist (qualitative and quantitative), reading assessment and Likert scale (quantitative). The overall situation of this study was discovered mostly through a semi-structured questionnaire distributed to instructors and students. Students' responses on a five-point Likert scale and a reading comprehension ability test were used to partially meet goals. All of this data have been evaluated both qualitatively and quantitatively in accordance with the mixed method approach. Purposive sampling strategies were used since all data were obtained from six EIA intervened schools. As a result, all data has been thoroughly collected in order to meet the aim of this study. To gain a better understanding of the reflection of contemporary English reading habits based on the instruments used, data were evaluated first qualitatively, then quantitatively using a Likert scale. In this section, qualitative data are examined and presented thematically, while quantitative data are provided and statistically assessed.

This chapter is split into sections. Data have been presented and analyzed in the following parts in accordance with the objectives of the study. When necessary, the portions use both a thematic and a statistical approach. All of the segments are constructed up of data gathered using various techniques. The findings of this study and interpretation are given. To ease the process, all data analysis procedures are provided here using mind mapping.

### 4.1.1 Matrix of the Study

Table 4

*Methodology Matrix of the Study*

| Research objectives  | Sources of data            | Nature of data | Data collection tools  | Data analysis                       |
|--|----------------------------|----------------|--|-------------------------------------|
| 1. To explore the practices of reading skill                                 | 1. Teachers<br>2. Students | Qualitative    | 1. Teacher's interview<br>2. Student's interview<br>3. Classroom observation             | Qualitative (thematic analysis)     |
| 2. To determine the nature of teachers' aptitude in developing reading skill | Teachers                   | Qualitative    | Teachers' interview  | Qualitative (thematic analysis)     |
| 3. To find out challenges of reading skill                                   | Teachers                   | Qualitative    | 1. Teachers' interview<br>2. Classroom observation<br>3. Students' Interview             | Qualitative (thematic analysis)     |
| 4. To examine challenges of students while practicing English reading skill  | Students                   | Quantitative   | 1. Five graded Likert scale<br>2. A reading comprehension test<br>3. Students' Interview | Quantitative (Statistical analysis) |

### 4.2 Analysis of Semi-structured interview from teachers:

The part that follows will concentrate on teachers' attitudes toward practice and the problems of teaching English reading skills. Previous research on teachers' perceptions at the secondary level has been unsatisfactory. The scenario was found to be slightly different in EIA schools especially, where teachers were attempting to practice teaching English reading skills in the classroom. Analysis of data from teachers' interview are given below:

## **4.2.1 Practice of Reading Skill in English Classroom**

### **4.2.1.1 Enjoying teaching English**

There are numerous reasons why one should like teaching English. Teachers like teaching English because they can conduct the class in a conversational manner, ensuring that all students engage. Even young students are eager to learn. They also like learning English, and pupils are always ready to learn new topics. According to one of the teachers,

“Yes, I like teaching at the secondary level since it is the most essential period for students to learn. Furthermore, students are capable of developing the greatest principles and foundations in English.”

Another teacher stated,

"After receiving training from EIA, English is a really fun topic for me, and I prefer to utilize EIA resources and English talking."

### **4.2.1.2 Most emphasized and efficient skill**

Six different responses were provided by the participants. Because all of the pupils are reluctant to talk in English, some teachers place an emphasis on speaking. Some teachers place equal emphasis on all four abilities, despite the fact that all four are required for conversational English. However, one of the teachers replied that,

“It depends on the topic. All of the skills listed above are equally significant. I place a strong emphasis on reading and writing.”

Another teacher stated,

"I like to make my students experts in four skills, including listening, speaking, reading, and writing."

#### **4.2.1.3 Reading skill is easier than writing**

All most all the teachers replied that reading is easier than writing. Though their concept is only reading is easier for understanding.

### **4.3 Reading Techniques**

#### **4.3.1 Following specific techniques/ methods for reading**

The teachers use a variety of reading approaches such as solo work, group collaboration, and peer work. Participatory approach, interactive method, student-centered classroom, brainstorming, silent and loud reading, and displaying them real-life photos According to one of the teachers,

“I use certain ways to improve my reading ability. In the classroom, the vast majority of students are paying attention, displaying drawings, and playing language games.”

Another participant stated,

"I typically follow asking and responding questions." I believe that learning anything is appropriate.”

#### **4.3.2 Activities with specific time**

Teachers use some activities as reading strategies. For example, by utilizing English words, brief phrases, and presenting real-life photos, loud speaking, quiet reading, asking questions, answering questions, showing pictures, creating new vocabularies, and playing language games. Furthermore, the language has been followed to read through the event so that people may simply practice at home. A teacher told that,

"I use the before reading, while reading, and post reading question method to enhance reading competence."

Another teacher stated,

"I make the students competent of reading EFT and other things like as English newspapers."

When researchers asked if they followed any set time for reading practice, 40% said no, but 60% said yes, they attempt to follow any specific time. A teacher replied,

"The rationale for setting aside particular time for reading is that I focus on my lesson plan, which is separated into different time slots based on activities each class."

As a result, I constantly strive to make time for reading activities in my schedule.

Another teacher replied that,

"During the allotted time, students must attempt to complete the text, even if only 10 minutes is allotted for them to perform English activities."

## **4.4 Teaching Strategies for Reading**

### **4.4.1 Teaching Unknown Words**

As English is a foreign language, students encounter various problems. Unknown words are one of them. Because learning new words is an important element of understanding a reading material, there should be some teaching strategies for learning new words. Some teachers believe that they all use the same teaching strategies to teach new words, such as using a mobile dictionary, telling them the synonym and explaining it, giving them some ideas about the vocabulary or giving

examples about the topic, and discussing the new words first with meaning and then writing the words on the board. According to one of the teachers,

“First, I ask them to estimate what the meaning is. Then I explain the meaning and instruct the students to use the terms in a new sentence.”

Another teacher stated,

"At first, I try to convey its significance in English. If students do not understand, I explain in Bengali.”

#### **4.4.2 Teaching Reading Text**

According to the findings of this study, it is a frequent scenario in secondary school in Bangladesh for students to practice their reading skills in the classroom, and there are several activities for reading text. Students, on the other hand, do not appreciate understanding the material and instead concentrate on how they will perform exercises in a text.

Nonetheless, teachers attempt to teach the reading material by asking topic-related questions and displaying visuals with new vocabulary. Despite the fact that students have prior knowledge on the subject, teachers attempt to make it as simple as possible for them to complete the exercises. Sometimes teachers do not provide any solution or new terminology in front of the students, but rather discuss it in front of everyone so that the students may readily guess.

A teacher explained that,

“Before beginning the topic, I ask questions or display visuals to obtain the topic's name from the students. Then I demonstrate the purpose of reading by asking pre-reading or while-reading questions.”

According to the teacher,

“First, I will share my thoughts on the subject. Students become enthused about the issue after receiving suggestions, and the topic is then initiated.”

#### **4.4.3 Teaching Grammatical Structures**

One of the questions in objective 1 was on how teachers teach grammatical structures in a reading material. Respondents believe that when teachers read aloud a material, they strive to make it intelligible to them by following all grammatical rules and making it obvious by clarifying each and every phrase.

Almost all teachers explain the structure of the supplied sentence first and then encourage students to apply the structure and create more sentences using the taught grammatical structures since these structures are extremely beneficial for developing reading skills. One of the teachers responded that,

“English study is worthless without grammar. After learning some new vocabulary and demonstrating certain strategies I use on them, I show them what the key grammatical rules are for that particular lesson.”

#### **4.5 Approaches for Improving Reading**

##### **4.5.1 Things followed for improving Reading**

First and foremost, their conversational English is developing on a daily basis. They overcame their timidity. Through group and peer work, even the most passive students become active participants. Teachers typically employ activities such as group work and peer work to give equitable education to all students by asking questions and assigning assignments. Students enhance their English skills in group and peer work since all pupils may participate easily and lag behind students are also interested in participating in this method. Even students feel extremely

spontaneous and responsive in group work, and it creates a detailed grasp of the issue, which improves their reading comprehension.

#### **4.5.2 Students' Attitude**

In this study it is revealed that, students have a good attitude toward reading. They are keen to enhance their communicative English as well as their reading skills. Students have a very optimistic attitude since they know that if they utilize the strategies correctly, they would gain much, but they do not have many opportunities to improve their reading skills.

#### **4.5.3 Strategies while practicing for improvement**

Teachers have varied perspectives on how to enhance their students' reading skills. They sometimes attempt to speak English in class all the time in order to improve students' reading skills. Sometimes I ask them pre-reading, while reading, or post-reading questions, do silent and loud reading, offer new terms or vocabularies, give them some group or peer tasks, and estimate the summary by eliciting replies from the students.

One of the teachers said that,

“To improve my reading skills, I first utilize the ‘warm up’ method, then I clear the concept and make sure about the topic. I, too, urge them to read more and more of the book and the newspaper.”

### **4.6 Challenges for Reading Skill**

There are two sections in this questionnaire for reading skill difficulties. Because English is a foreign language in Bangladesh, there must be certain difficulties, one for students and one for teachers.

#### **4.6.1 Challenges faced by students**



Some challenges which are faced by the students are given below:

- They have problems in properly pronouncing words and comprehending their meaning.
- They face certain challenges, but they may be overcome through pair/group work or by asking teachers.
- Responding from those who have a greater comprehension. It works if they are properly taught/understood.
- They occasionally confront difficulties. To overcome this obstacle, students must understand the fundamentals and be able to practice strategies for dealing with difficult situations.
- Of course, students confront difficulties while practicing reading. They seek assistance from their teacher in order to overcome these obstacles.

#### **4.6.2 Challenges faced by teachers**

Some challenges which are faced by the teachers are given below:

- As English is a foreign language, instructors might become bored when they do not comprehend the meaning of new English words/sentences.
- Students' lack of understanding of new vocabulary; most of the time, teachers lose the flow of reading.
- Because teachers educate average-quality students, most of them are unskilled in English and lack proper pronunciation.
- As many students are timid, they are hesitant to read aloud in front of their peers.

- Sometimes there are environmental issues, a lack of teaching resources, students who are discouraged from participating in class activities, gender discrimination, and so on.
- In the classroom, instructors strive to make the text on the issue clear to the students, but if the students do not comprehend, teachers face challenges at then.

## **4.7 Overcoming Challenges**

### **4.7.1 Initiatives taken by school authority**

The school authority provides several outside sources of articles in addition to text materials. Furthermore, multimedia classroom, photocopying from outside sources, sharing ideas among strong and weak learners, monthly meetings with school management committee (SMC), employing digital content, conducting library work and so on. There are many books in the school library that assist students enhance their reading skills, etc., and these are beneficial for developing English reading skills.

### **4.7.2 Overcoming Challenges**

The following are teachers' perspectives on addressing such challenges, according to objective 4:

- To practice English more, share more, and give more teacher training.
- Practicing more and more, reading more, and providing words to use in sentences
- Sharing thoughts with others
- Students must make it clear that shyness is a barrier to learning.

- They believe that if teachers use correct method, such problems will be eliminated. They can use these approaches to tackle problems by working with the Headmaster and the SMC.
- If the instructor takes the time to explain difficult concepts to the students, such obstacles may be overcome.

#### **4.8 Recommendations**

In this questionnaire teachers recommended some issues those could be pertinent for reading skill. These are-

- To enhance English skills, a skilled teacher should be hired to give instruction and to reduce the number of students. Finally, the authority should continue to monitor the situation on a daily basis.
- Despite the fact that the EFT is designed in such a manner that the four skills may be used, teachers frequently neglect to attend the class owing to the high class size.
- More practice is required to improve English.
- Not all students are equally eager, passionate, or deserving. So getting them all under one roof is really difficult. These challenges, however, may be surmounted with patience. Reading-speaking ability might be increased if there is any viva-voce.
- To make the students eligible just to confirm an educational atmosphere in order for the research's primary purpose to be effective.
- Currently, the students are studying the communicative technique. This one is critical for the development and growth of students and the nation. I believe the government should take the required efforts to align the syllabus and curriculum,

and students should use EIA methods. Finally, the authority should provide all types of instructional resources to each student.

#### **4.9 Analysis of Semi structured interview from students**

Students were asked some semi structured questions as a part of interview schedule. According to objective 1 and 2, this questionnaire has been filled up by 30 students from 6 schools. Thematic analyses have been done in this part.

#### **4.10 Practice of reading Skill**

Some students' perspectives on the practice of reading skills have been revealed.

##### **4.10.1 Enjoying English**

The first question was posed to the 30 students, who were asked how they liked English as a foreign language. They felt that their answer was similar to how teachers give the material clearly and strive to make it simple for them. Even their English teacher is excellent since she teaches English with attention and in a pleasant environment. He has expertise, and his teaching skill is so great that he combines information from outside the text/classroom, striving to explain the topic in a unique way, or utilizing language games to acquire vocabulary, synonyms, antonyms, and so on. They also have friendly relationships with teachers so that students can communicate with others using this language. It introduces us to the global world and is so effective for future life that its importance is growing by the day.

One of the students shared that,

“I love English because our instructor entertains us during class and tries to keep us focused on the subject by utilizing jokes and anecdotes to keep us from becoming sleepy. Furthermore, when utilizing the textbook, the instructor

attempts to utilize moral stories at the same time. It is more enjoyable for me to learn English by understanding its meaning. ”

#### **4.10.2 Common Classroom practice**

The teacher teaches all of the lessons with equal priority, makes the lesson obvious in the classroom, then assigns homework and checks it in the following session. In general, their professors check written assignments and occasionally ask questions orally. Teachers attempt to help their students comprehend the significance of what they are learning as much as possible in the classroom.

Some common practices are-

- The majority of students stated that during the teaching period, teachers assign written assignments, then make the lesson intelligible or convenient for them, and then conduct a test.
- Grammar instruction is incorporated as a regular practice in the classroom since it clarifies their core notion.
- It is standard practice to solve model questions.
- We are practicing English vocabulary for a test by listening to English words and reporting the specifics of those terms.
- Common practices that assist them develop their skills include group work, reading aloud, pair work, and so on.
- Our teacher gives us a reading and speaking exam, a listening and writing test, and a chapter to read aloud. Other students make an effort to listen. The instructor then moves on to another student to read aloud where the first one in line had stopped. Then it goes on for the duration of the lesson. Use digital content on occasionally.
- Occasionally, the teacher will collect numerous reference books and use instances from the text-book. The teacher reads the lesson aloud and explains

the new terms and topic to us. For example, when he teaches us about the subject of 'newspaper,' he brings an English newspaper and shows us how to read it.

- Asking questions to everyone, then we all respond in chorus, and the teacher explains everything to us.
- Their teacher is honest and direct, and he is capable of meeting our needs.
- Initially, the teacher reads aloud and clarifies the material for us before instructing us on peer-work, which can quickly solve our difficulty.
- The teacher delivers the lesson in front of us in a loud voice and then discusses it with us in a calm and quiet classroom setting.
- To comprehend English speaking and hearing, the teacher administers speaking and listening exams on a regular basis.
- The teacher instructs us in groups or in chorus. In addition to audio-visual displays, role-playing is used in our lesson.
- They can share our expertise in the classroom with all of the English students.
- After presenting a lecture, the teacher asks questions. English is studied in their class using a competitive method. Our teacher focuses on the weaker students and attempts to teach them in the simplest way possible.
- The teacher instructs us to form groups of students to do peer work in which we can talk English or watch a video of an event.
- The teacher tries to teach new concepts or themes, but he or she evaluates our speaking skills on a daily basis.
- In general, students practice their reading skills. We may enhance our speaking skills by practicing it as a dialogue at times.
- In general, teachers run their classes in one of two ways. 3 days for book reading through peer work. If we make a mistake, our teacher will try to explain it to us.

- The teacher initially explains a topic with us before asking us questions. Then we clarify our concerns by asking him some questions.
- The teacher attempts to correct our pronunciation, which is why he speaks in English while simultaneously allowing us to speak in English.
- They strive to speak English in class, which is why we can learn English quickly.
- The teacher attempts to help us grasp the meaning of new terms and requires us to work in groups. Role-playing has been done in class on occasion in order for us to remember it for a long time.

#### 4.10.3 Most emphasized and efficient Skill

It was questioned of the students which skills they stressed the most and which skills they excelled in. Nine students stated that they are most efficient in reading, nine students in writing, eight students in speaking, and four students in listening.

Table 5

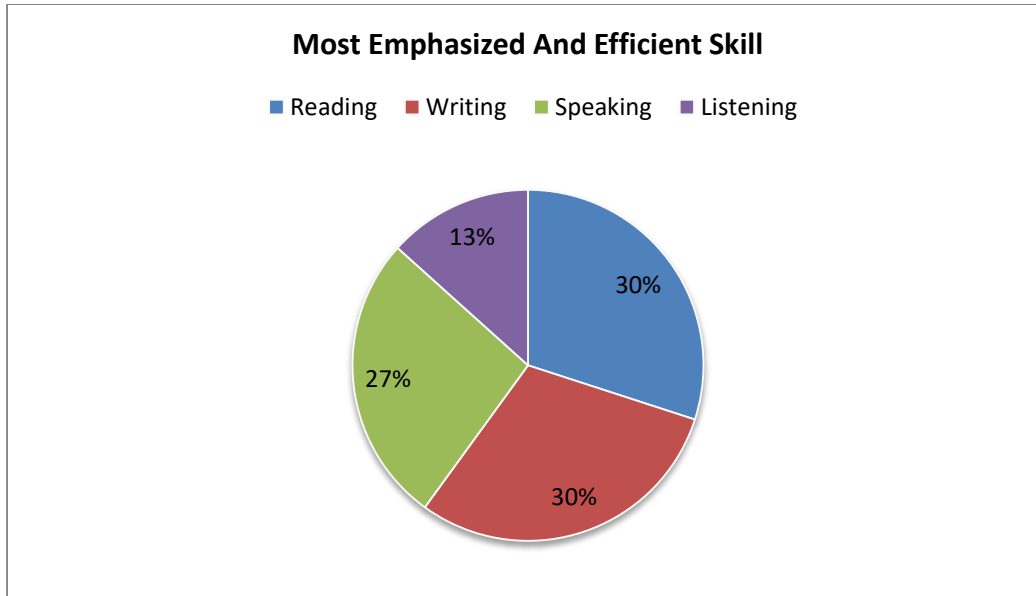
*Most Emphasized Language Skill Mentioned by Students*

| Skills    | <i>f</i> |
|-----------|----------|
| Reading   | 9        |
| Writing   | 9        |
| Speaking  | 8        |
| Listening | 4        |

The following figure corresponds that of 30 respondents it includes 30% emphasized in reading, 30% in writing, 27% in speaking and 13% in listening.

Figure 7

*Most Emphasized Language Skills by The Students*



The data is provided in the form of a pie chart here. The students were also questioned why they are proficient in these four skills. In this study, it is discussed why these four essential skills are beneficial and are stressed the most. The following are some descriptive thoughts on why certain skills were chosen:

#### **4.10.3.1 Reading**

Reading is heavily stressed in the classroom in order for students to recall the concept. Because there are certain issues with correct pronunciation from time to time, reading is practiced in our lesson. Sometimes their teacher attempts to teach them to read in different ways. As a result, the teacher tries to teach the technical aspects of reading and writing because the majority of the students are proficient in writing but not in reading. As a result, reading is the most emphasized skill. Furthermore, when their teacher reads, he attempts to make it comprehensible to



us, so that if we make a mistake, we can correct it. They will not be able to talk effectively if they cannot read without understanding what they are reading.

#### **4.10.3.2 Writing**

Since our teacher asks questions about grammatical rules both verbally and in writing, writing prioritizes in our class. The teacher makes every effort to make everything plain and understandable to us, both orally and in writing. In addition, we create compositions, applications, letters, and so on in class. Some students believe that writing is essential because it allows us to improve our writing skills. They may master grammatical rules and English writing without memorizing. According to one student,

“After practicing writing, we will get proficient in it, therefore students will not forget if they practice writing. As a result, the student will do well in the exam. However, handwriting should be good, and that is why I emphasize writing.”

#### **4.10.3.3 Speaking**

The grounds for emphasizing the speaking portion are as follows: they must be proficient in speaking in order to obtain a good career and a better establishment. They must be able to read and speak English effectively because it is now the norm to communicate in English around the world. If they cannot, our lives will be in shambles; they cannot keep up with the rest of the world, even if they believe in the future and the job market. In today’s digital age, students must be able to communicate in English and grasp the value of comprehension (understanding) so that they may receive compliments from any business and broaden their knowledge. The teacher attempts to speak in English in the classroom and converses with us in English. Then they try to speak English with proper pronunciation.

#### **4.10.3.4 Listening**

Teachers read aloud to students and explain new terms to them. Some people focus on hearing first, then on speaking, since if we listen and talk properly, they can write naturally. They first carefully listen to what our teacher says, and then they try to comprehend the lesson carefully or attentively in order to gain our competence or competency.

#### **4.11 Reading Strategies to improve**

Teachers apply some strategies to improve students' reading skill.

##### **4.11.1 Reading Aloud**

Teachers usually instruct them to read loudly so that the entire class, including the instructor, can hear. The teacher corrects their errors, and they are able to finish the lesson. During class, the teacher instructs them to read silently, and after self-reading, he explains the lesson to us. When he tells a specific student, he instructs them to read aloud. Teachers usually instruct students to read aloud so that the entire class, including the teacher, can hear them. Sometimes their teacher reads aloud a lesson and translates each phrase into Bengali with specific emphasis on pronunciation, speaks in English, writes tough and significant new terms, and asks questions in English to assess our level of expertise.

##### **4.11.2 Group Activity**

Students also stated that their teacher tries to develop reading skills in the best way he knows how, advises students to practice reading as much as they can by doing group activities, and uses general reading strategies to improve reading skills even when their teacher does not present the lesson clearly or intelligibly. For new English terms, he employs a number of synonyms and antonyms. In addition, he

utilizes numerous real-life examples, such as silent reading, aloud reading, and asking another student to respond to the answer.

#### **4.11.3 Use of Multimedia**

In order to improve students' reading skills, teachers try to utilize multimedia to observe real-life events and offer questions. He tries to work hard so that students may develop. The teacher also covers many lifestyles of skilled poets and authors, and he advises students to read a book every day so that they can enhance their knowledge. Our teacher tries to improve our reading skills by using visual aids on the projector or pair speaking.

#### **4.11.4 New Words**

Sometimes the teacher attempts to teach new terms over and over again. If pupils make a mistake, he does not penalize them but rather takes additional effort to make it clear and to help them pronounce the term correctly.

#### **4.11.5 Using pictures**

Using various images, movies, and questions to explain what each image represents. Following the display of an image, group reading is followed, as is pair reading in the classroom. A song may be used by the teacher to help students grasp what they are reading. The teacher attempts to promote reading by using a projector and visual aids, as well as pair speaking. Using various images, movies, and questions to explain what each image represents. Occasionally, the instructor will utilize a poster and explain anything about it.

#### **4.11.6 Reading Game**

Students in our class will occasionally play English games. Aside from that, the teacher will sometimes ask each student for a new term. Sometimes the teacher may show us a poster and ask us to describe anything about it.

#### **4.11.7 Group Reading**

Group reading is another technique for improving reading skills. Partner students can address reading issues by keeping group reading in the classroom. Students attempt to practice word meaning in class more often, and when they read aloud, the teacher responds with a new word meaning. Following the distribution of pictures to groups, group reading and pair reading occur in the classroom.

#### **4.11.8 Making Reading understandable**

The teacher makes an attempt to translate the lesson into Bengali. To enhance reading by constantly making it more understandable to the students, he attempts to use sign and example to make it comprehensible to the students, tries to use humor, and students try to construct an English phrase. A song may be used by the instructor to help students grasp what they are reading.

### **4.12 Teaching Strategies**

#### **4.12.1 Teaching a reading text**

Students were asked how their teacher teaches a reading book in this question. Various student perspectives are shown below:

The teacher attempts to begin the discussion with a notion. For example, the topic's name and a summary, but occasionally the teacher begins with an introduction to catch the students' attention. At first, teachers attempt to summarize the material in a brief manner. For example, he begins the lesson with "a farmer," then tells us about the farmer before beginning to read aloud the lesson. Sometimes a quick

description is used to provide some information and clues about the issue with an example so that students may comprehend it easily. The teacher accumulates his lecture by using notes and guide books, how much students know about the topic, the teacher gathers knowledge from the students and then provides a clear concept, sometimes use poster, multimedia, computer, etc., keep the classroom calm and quiet, and if students have any questions, they can ask their teachers. Before we begin discussing the topic, the teacher gives us some time to think about it and finally asks from the students, tries to make it understandable by one step at a time, by showing something about the topic on the multimedia, doing pair work and explaining it in Bangla, focusing on content and new words. Even the teacher says, “Please let me know if you do not grasp the lesson.”

#### **4.12.2 Teaching New Words**

Students were asked in this inquiry how teachers teach new words in a book. 30 students contributed their perspectives, which are described below.

Teachers teach new terms in class by utilizing a pocket dictionary and asking their English teacher the meaning of new words, rather than using the internet (Google) to locate a new word, especially if the word is explained with its meaning.

One of the students opined that,

“First, our teachers read the word and say something about it. He writes the new terms and their definitions on the board. Then we must scribble it on the board. In addition, whenever I come across a new term, I attempt to write down its definition, synonyms, and so on.”

Another student opined that,

“Our teacher teaches by utilizing the meaning and attempting to illustrate it through examples. We study many synonyms and components of speech. We,

too, underline new terms after reading the text, and then our instructor explains what they signify. In addition, I try to create new sentences by employing new words.”

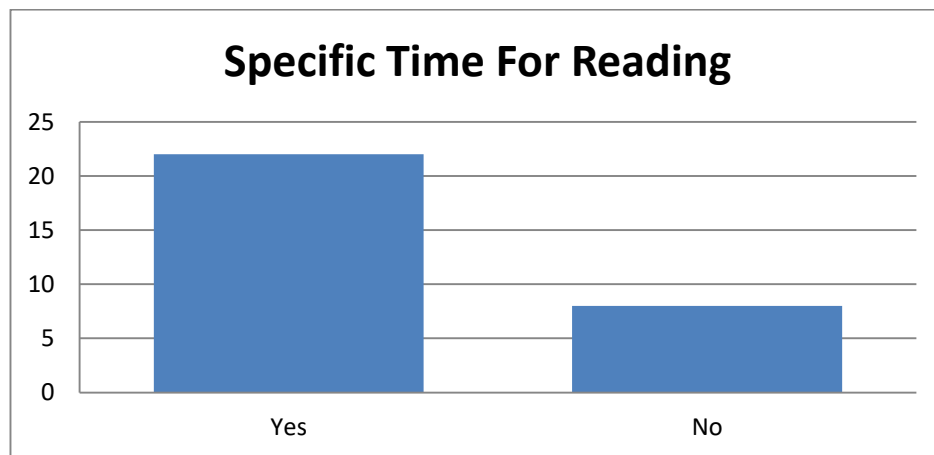
The teacher begins by pronouncing the new words and then teaches the spelling and meaning. When students come across a new term, they usually try to figure out what it means in Bangla. The teacher next tries to explain the new terms, using real-life examples to make it comprehensible. Students then ask their teacher about the new words.

#### 4.12.3 Specific time for reading

I asked the students whether they had a set time in class for reading. Twenty-two students answered ‘yes’, and eight said that ‘no’.

Figure 8

*This figure corresponds regarding specific time for reading*



#### 4.12.4 Grammatical structures

Students were asked what they do about grammatical structures while reading in English.

When students are capable of understanding the grammatical structures, they try to jot them down in class work or exercise copy so that the lecture copy may be utilized to practice further. This question had five possible responses, and students were required to explain why they chose the points they did.

- I pause and analyze the structure of sentence
- I do not bother with the grammatical structures
- I turn to grammar books when coming across complicated structures
- I overlook complicated structures
- Others (give example)

The reasons are given below in a summary:

- I turn to grammar books when coming across complicated structures.

When students do not comprehend, they seek clarification from our teacher regarding the complex structure. They frequently attempt to utilize other reference books. Sometimes students try to utilize difficult structures in a different way or apply them in an inappropriate area. Using numerous reference books, students study the specific structure; if students grasp that grammatical structure, they will be proficient in English; students attempt to solve grammatical structures using phrases. Ask the teacher, but if students locate a book, they will try to solve it on their own. They try to fix grammatical structures by using a famous writer's work and discussing it with experts/seniors. They attempt to utilize several grammatical books since they realize they must learn English in every way possible.

- I pause and analyze the structure of sentence

Students must write about the sentence type. As a result, students must understand and learn about the structure. Students pause and analyze the structure if they are unfamiliar with it.

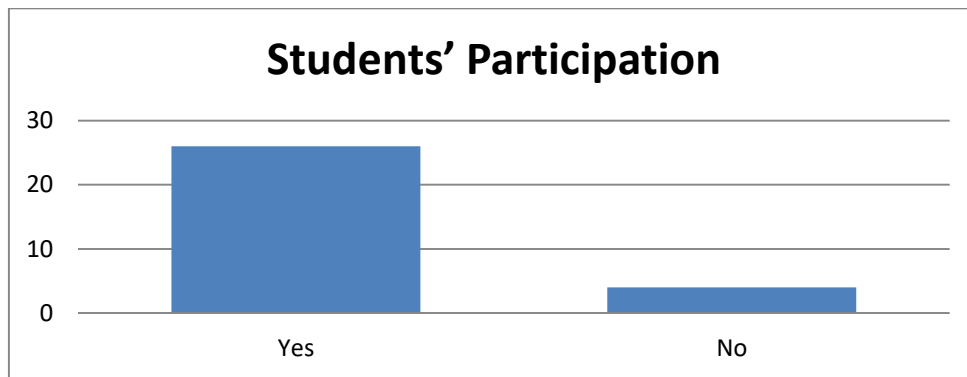
Actually, students try to figure out what the issue with grammatical structures is. Then try rearranging the grammatical rules and attempting to get the meaning. They seek assistance from teachers when they are unable to comprehend any grammatical rules or Bangla meaning. Aside from students attempting to comprehend elders, students should seek assistance from seniors who are fluent in English.

#### 4.13 Students' Participation

It was asked to the students that do the students participate in reading activities. 26 students replied yes and 4 students replied no.

Figure 9

*The figure corresponds about students' participation*





## **4.13.1 Engaging in Reading Activities**

### **4.13.1.1 Reading Aloud**

Students first read, then the teacher reads aloud each sentence line by line, then the teacher asks a question in English, and the students respond in English as well. The teacher reads aloud and instructs the students on how to do various chores. If students have any difficulties completing these activities, they seek assistance from the teacher.

### **4.13.1.2 New Words**

Teacher introduces new words with the students and dictates them to read aloud. If they make any mistake then they become able to solve problems. If students find any new words, teacher asks at first what the meaning of new word is and then tells the meaning.

### **4.13.1.3 Brainstorming**

The teacher presents new words to the students and instructs them to read them aloud. If they make a mistake, they get the ability to fix issues. If students discover any new terms, the instructor first asks what the meaning of the new word is before explaining the meaning.

### **4.13.1.4 Role Playing**

When students are unable to accomplish or study any topic, our teacher assists them with general information and abilities regarding any type of reading activity. As a result, he assists students and participates in various reading activities.

#### **4.13.1.5 Quiz and Games**

The teacher engages us by conducting a quiz or assigning a reading assignment. When students become bored or inattentive, the teacher tries to play numerous reading games, following different rules, utilizing reading games, and using multimedia when students become bored.

#### **4.13.1.6 Group Work**

The teacher presents new words to the students and instructs them to read them aloud. If they make a mistake, they get the ability to fix issues. If students discover any new terms, the teacher first asks what the meaning of the new word is before explaining the meaning.

#### **4.13.1.7 Motivation**

Before beginning reading activities, the teacher instructs students to read by themselves first, then to try to follow various words, and to offer encouragement so that students are encouraged to read. Teachers strive to inspire students by forming groups and instructing them to read aloud in front of the class. One of the students said that,

“Teacher advises us to always try to read in American style and asks some of the students to read aloud in front of others so that if we have any problems, especially with pronunciation and fluency, we can address it.”

Another student opined that,

“Whenever I have a difficulty, our instructor urges us to read it aloud so that he can explain it to us. Even if we do not understand a reading, our teacher attempts to make it accessible by giving examples and occasionally entertaining us, so

that we may comprehend the reading material very well by concentrating hard and eagerly.”

#### **4.13.2 Effective Strategies in Practice**

Reading, according to the students, is essential for learning the pronunciation and meaning of a new word. If they know these, they will be able to read simply and clearly.

According to several of the students,

“I work hard to improve my reading skills. I inquire with my teacher about new concepts and terms, and I attempt to utilize a dictionary. Even I am considering hiring a competent tutor to help me enhance my reading skills with the assistance of a private tutor at my home.”

Another student said that,

“We need a strong confidence or initiative or endeavor so that one may gain interest on their own and learn from teachers. I try to read the material several times so that it becomes more familiar to me.”

Grammatical techniques are used and have been shown to be beneficial in boosting reading skills. Students can speak and understand English sentences. These assist with good English communication.

Furthermore, effective reading strategies could be followed by knowing English words, memorizing some grammatical rules, devoting extra time, practicing a lot, seeking knowledge to learn more, using different contents for improvement, and for any type of topic, teachers try to use multimedia to enrich their real knowledge, while also attempting to understand the text and its meaning.

The other student opined that,

“Our teacher tries to focus on vocabulary since knowing new terms helps us do better on the reading material. Despite the fact that I seek assistance from individuals who are far more skilled than me.”

The other students shared that,

“Speaking and listening are crucial for developing reading skills since they allow us to learn English and fix our pronunciation. To learn vocabulary and grammatical structures, and to develop by being attentive.”

To increase students' reading skills, teachers should speak English to them and make the lesson clear so that they can translate it into Bangla and retain it. In addition, teachers should aid students with challenging definitions of new terms and synonyms. Even group projects are carried out in the classroom, where students may express their perspectives and work together to solve problems.

Another student said that,

“When we are unable to accomplish anything, our teacher employs several techniques to make it obvious to us, such as when teaching unfamiliar things to us and attempting to explain how to retain those unknown topics.”

#### **4.14 Further development / Techniques**

##### **4.14.1 Encourage to develop Reading Skill**

When students were asked how their teacher encourages them to improve their reading skills, the responses were as follows:

"Our teacher instructs us to read English newspapers and when we have difficult pronunciation or new terms, we use the dictionary." When a student is unable to grasp something, the teacher will assist them in understanding the text.”

In this regard, they also said that their teacher encourages them to improve reading skills in different methods for different levels of students because all students' characteristics are not equal or the same and tries to make the students comprehensible.

They also stated that,

“Our teacher motivates us by presenting videos of any English topic. He informs us about learning English, tries to inform us about vocabularies, and by learning grammar correctly, by practicing reading every day, sometimes sharing his own educational experiences and other people's lifestyle, encourages us to learn about famous people and new topics, facilitating us by giving motivation, and so on. Thus he encourages us to develop reading.”

Teachers tell students to learn new vocabularies more, show them how to read passages, teach them about its usefulness and discuss its impact by motivating them with different activities using examples, and tell them to make a pair reading so that students can solve difficult pronunciation and learn about vocabularies.

In response of this question students also stated that,

“Every day, our teacher encourages us about our reading skills. He also encourages us by teaching English words in an American style, by assigning pair work, emphasizing grammar, using dictionaries, and reading textbooks, by giving us courage and saying, ‘don't worry, if you make any mistakes, I will correct them,’ and if we participate in a variety of activities and study hard, our future will be bright, and our teachers will be proud of us.”

#### **4.14.2 Activities used by Teachers for reading development**

The students were then asked what sorts of activities teachers employ to help students enhance their reading skills. Students answered,

"Teacher requires us to read loudly. When we make mistakes, he addresses them by clarifying and explaining them to us so that we may improve our reading skills. Even makes a competition among us to teach us at times and announced which groups have performed well so that we may develop reading extremely fast and precisely through competition."

Another respondent replied that,

"When our teacher advises us to read a piece, he or she uses English vocabulary to help us improve our knowledge and reading skills. Furthermore, we practice reading in class every day. We can improve our speaking skills once we practice reading."

From the students' point of view, they praised the following activities that their teachers use for the development of reading.

- Students read aloud in class to enhance reading skills
- Teacher tries to make the topic understandable to them and particularly helps them to understand grammar
- Teacher offers short or quiz questions from the book and tells them to express the gist
- Teachers tell us to make a summary, sometimes to make a discussion or paragraph
- Teachers try to develop reading by using new themes or topics and giving a clear understanding of those topics
- Teachers say new words and difficult pronunciations
- Teachers tell us to develop reading by understanding the meaning
- Teachers try to use pictures, then advise students to say anything about the picture, then tells students to establish a conversation between pairs in order to enhance knowledge and be skilled in reading.

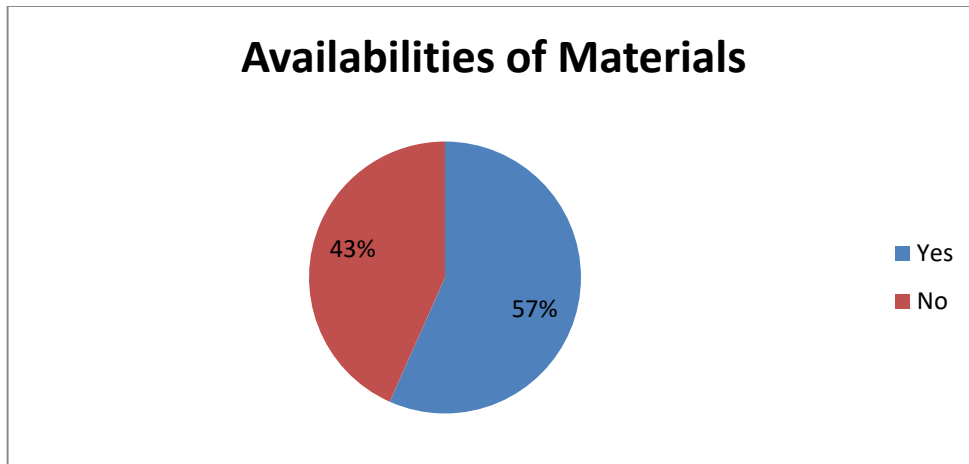
- Using a projector allows students to have a better understanding of the subject.
- To improve students' English reading skills, teachers can use a sound box, speaker, or other devices to play English music, stories, poetry, or Meena's narrative.
- Generally, students read textbooks to build reading skills.
- To develop reading skills, our teacher first reads aloud, then directs students to read, emphasizing word meaning. Using a projector allows students to have a better understanding of the subject.
- At first, the teacher reads aloud the piece and instructs students to read aloud as well. If students have difficulty pronouncing a word, the teacher will assist them. In addition, the teacher converses with the pupils in English.
- Our teacher utilizes Bangla words so that we may comprehend the material. Furthermore, he reads loudly so that we may comprehend the proper pronunciation.
- The teacher uses translation to help us remember what we read later, and we practice reading on a regular basis.
- To help students grasp the material, the teacher assigns a lot of homework, handwriting, and reading practice.

#### **4.15 Availabilities of Materials**

It was asked to the students that is there in any availabilities of materials in their schools? 17 students replied 'Yes' and 13 students replied 'No'.

Figure 10

*The figure corresponds about the availabilities of materials*



The figure corresponds that 57% students said ‘Yes’ and 43% students said ‘No’ about the availabilities of materials.

#### **4.15.1 Providing Materials to develop reading from school authority**

The school administration has made some steps by giving some resources. Students may learn by utilizing multimedia. They sometimes include a dictionary to help you find the meaning of a term. The teacher presents students the information by utilizing a CD or after downloading a movie, so that students are motivated to study. Students can also improve their reading skills through school computer classes, speakers, projectors, and sound boxes, among other things. Every week, students practice audio speaking in school once a day.

Some of the students opined that,

“In our school, computer classes, audiovisual classes with digital content, materials as multimedia we can respond quickly by watching picture or video and sometimes organizing debate, teachers take personally necessary steps, manages to use sound box and provides such scopes, several reference books and new educational equipment are provided each year so that we can know that particular subject and we can read easily.”



“In order to improve our reading skills, we perform poetry at cultural programs, English speeches in farewell events, debates, and so on. Aside from that, there are some parts of English talks at various events, so we have to read a lot. In addition, our school takes the required efforts to help us improve our reading skills. In that scenario, a projector is employed for any occasion.”

#### **4.16 Classroom Environment**

##### **4.16.1 Teachers’ Method of Teaching**

Regarding on teaching method, the following semi structured question was asked to the students.

Do you like your teachers’ methods of teaching while reading comprehension texts?

Yes:

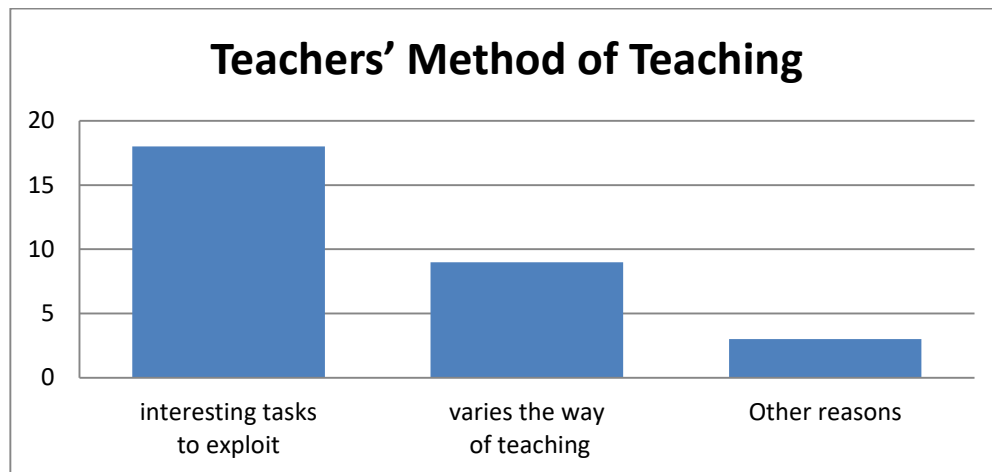
- Because the teacher often sets interesting tasks for us to exploit the text
- Because the teacher always varies the way of teaching
- Other reasons (give example)

No:

- Because the teacher only focuses on explaining new words and translating the text into Bangla
- Because the teacher never provides us with interesting activities
- Other reasons (give example)

Figure 11

*The figure corresponds about the teacher sets interesting tasks to exploit the text, varies the way of teaching or they have other reasons*



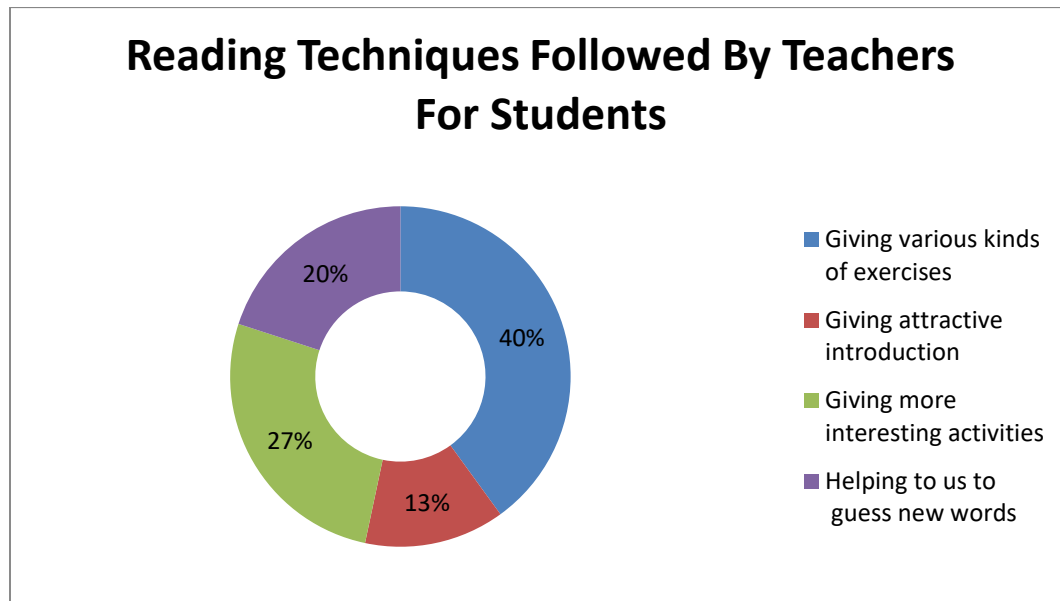
The answer from the 30 students was a resounding 'yes.' 18 students indicated that the teacher frequently assigns fascinating activities to utilize the text because when the teacher begins to teach a text, he first introduces an introduction idea. Among 30 answers, 9 students agreed that the teacher always varies the method of instruction because the teacher teaches very effectively and occasionally discusses English history, attempting to engage students and present in a new way. Only 3 students stated that they had other reasons since the teacher employs several techniques. He creates fun for students and attempts to utilize fascinating stories when teaching or studying English.

#### **4.16.2 Reading techniques followed by teachers for students**

In this section, some reading techniques are followed by the teachers. These are- teachers give 40% various kinds of exercises, 13% of giving attractive introduction, 27% of more interesting activities and 20% of helping students to guess new words.

Figure 12

*The figure corresponds various kinds of exercises, giving attractive introduction, more interesting activities and helping students to guess new words*



The figure corresponds that teachers give 40% various kinds of exercises, 13% of giving attractive introduction, 27% of more interesting activities and 20% of helping students to guess new words.

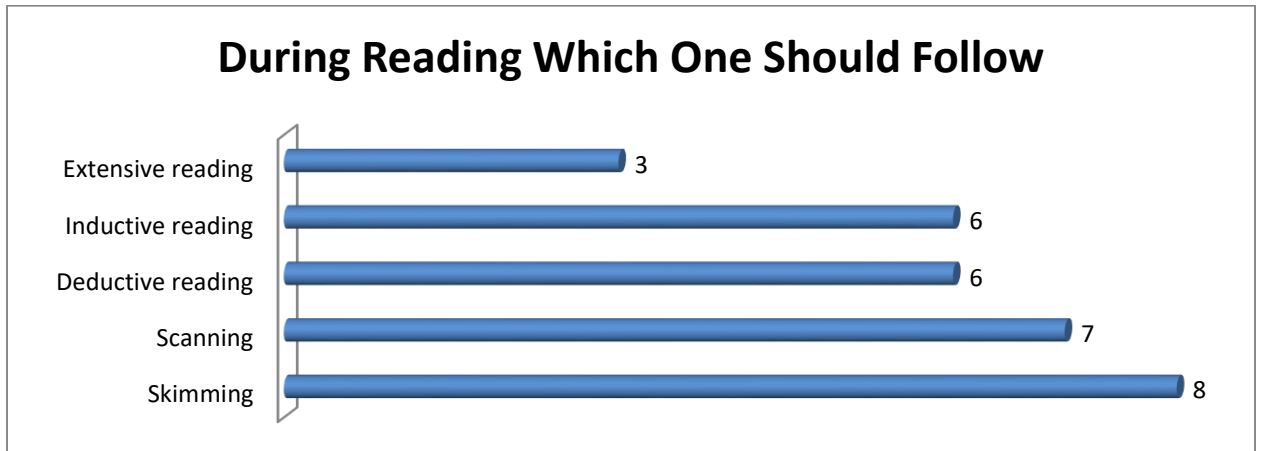
#### **4.17 Capacity building for English Language Reading**

##### **4.17.1 Following activities during Reading**

It was asked to the students that which one should follow during reading activities. There were 5 options and among 30 students, 8 students follow skimming, 7 follow scanning, 6 follow deductive reading, 6 follow inductive reading and 3 follow extensive reading. Data have been shown here in a bar chart.

Figure 13

*The figure corresponds regarding extensive reading, inductive reading, deductive reading, scanning and skimming*

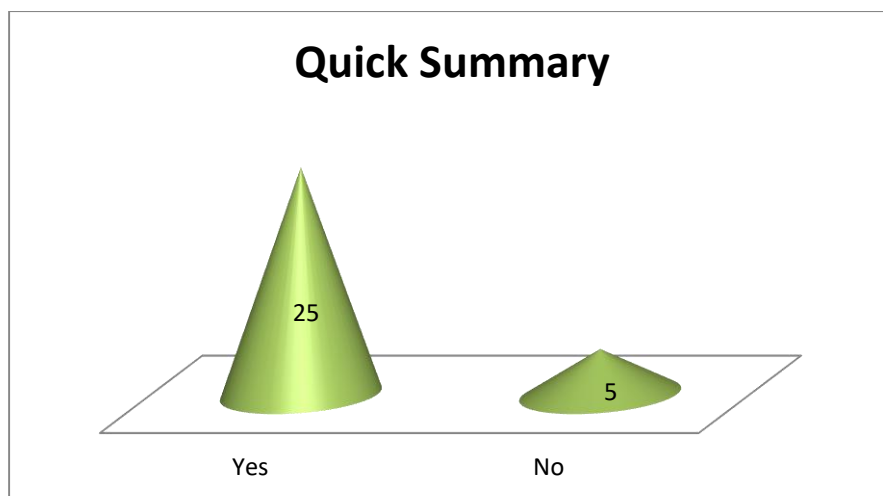


#### 4.17.2 Quick Summary

It was also asked to the students that can they make quick summary after reading a text? 25 students replied answer "Yes" and 5 of them replied "No".

Figure 14

*The figure shows responses about quick summery*



#### 4.17.3 Things to do after Reading text

At this stage students were allowed to choose 5 options that what to do after reading a text. 10 replied they summarize the text, 4 replied they discuss the text, 15 replied they translate into Bangla, 1 replied they grasp the general idea and no one replied the option 'others'.

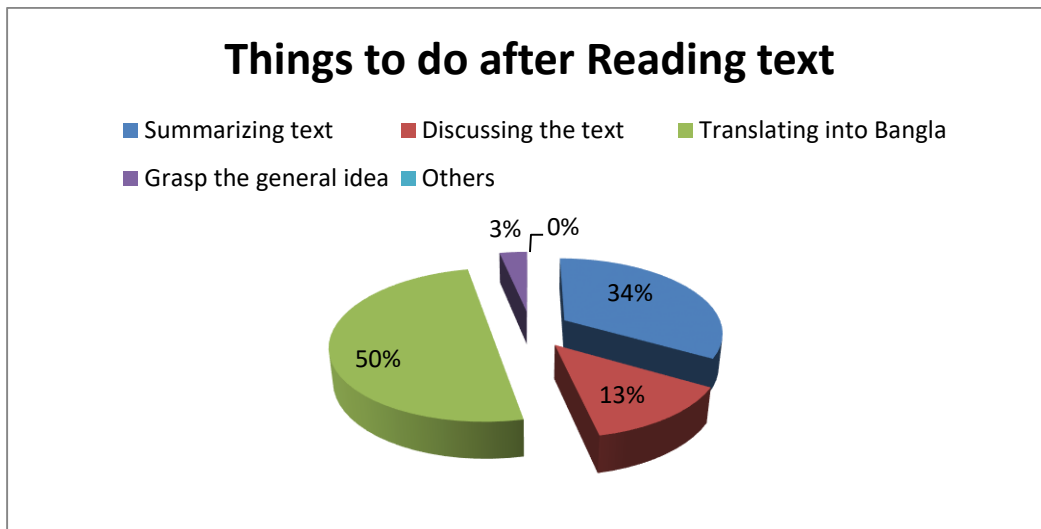
Table 6

*Five options were given to the students what to do after reading a text*

|                         |    |
|-------------------------|----|
| Summarizing text        | 10 |
| Discussing the text     | 4  |
| Translating into Bangla | 15 |
| Grasp the general idea  | 1  |
| Others                  | 0  |

Figure 15

*The figure corresponds responses about summarize the text, discuss the text, translate into Bangla, grasp the general idea and others*



The figure corresponds that 34% students summarize the text, 13% discuss the text, 50% translate into Bangla, 3% grasp the general idea and 0% of the option “others”.

#### **4.17.4 Improving reading**

In this semi structured question these following options were given to the students. The question was what do students often do to improve reading skill? There were 5 options. 7 students replied that they read a lot, 4 replied that they do many kind of exercises, 10 replied that they enrich their vocabulary, 6 replied that they try to get bet better understanding and 3 of them explain the other example.

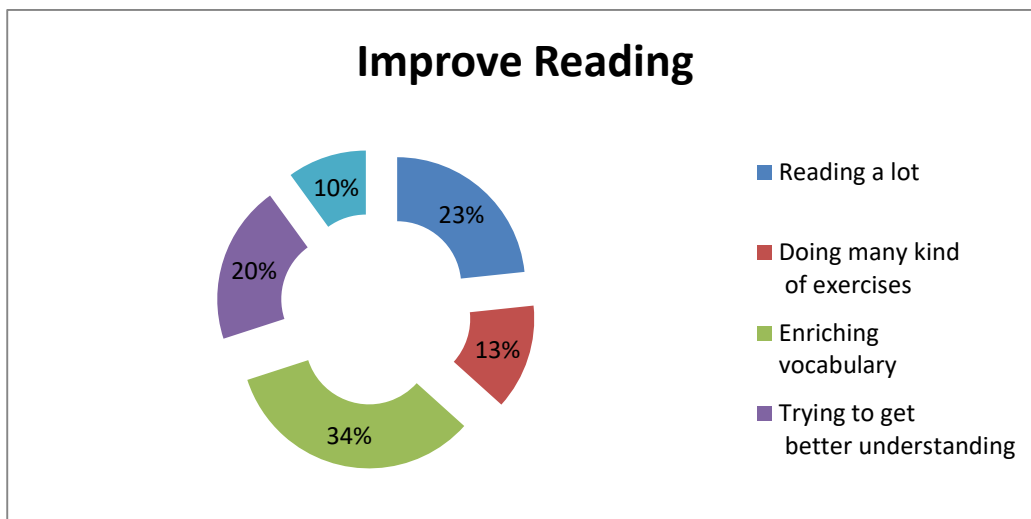
Table 7

*Practicing five activities to improve reading skill*

|                                    |    |
|------------------------------------|----|
| Reading a lot                      | 7  |
| Doing many kind of exercises       | 4  |
| Enriching vocabulary               | 10 |
| Trying to get better understanding | 6  |
| Others examples                    | 3  |

Figure 16

*The figure corresponds responses from the students about read a lot, they do many kind of exercises, enrich their vocabulary, try to get bet better understanding and explain the other example*



The figure corresponds that of 30 students it includes 23% students replied that they read a lot, 13% replied that they do many kind of exercises, 34% replied that they enrich their vocabulary, 20% replied that they try to get bet better understanding and 10% of them explain the other example. The examples are as like: Students do not get enough time to practice but the above mentioned items are followed in the class, showing visual materials and explain it by showing pictures and generally students study for grammar and vocabulary, because one can learn English well through grammar and vocabulary.

#### **4.18 Classroom Reading Challenges**

It was asked to the students that how they face reading challenges in classroom. Some of the opinions have given below:

Students face problems while reading about new words, they have lack of concentration in the class because they cannot understand foreign language properly so that sometimes students cannot understand English. Moreover such challenges are like- knowing Bengali meaning, grammar and pronunciation even cannot write quickly, facing problem to understand meaning of the text, word meaning, and summarization, to make new sentences while reading students feel discomfort.

#### **4.19 Overcoming Challenges**

Some recommendations have been suggested by student to overcome such type of reading challenges. These are given below:

- By knowing the meaning of new words, asking teacher or using dictionary students can solve the problem of unknown words
- Teacher should be active to hold the concentration of all students



- Ask teacher to understand the English
- Ask seniors from out of the class and try to know the explanation of word meaning
- By taking help from teachers, reading more vocabularies, asking question and increasing encouragement etc.
- To develop a competition among friend circle
- To practice more and knowing English structure
- Students should try to overcome problem with courage
- Students should try to overcome by studying more, knowing vocabularies and its meaning and reading books a lot
- To overcome such challenges students have to use dictionary and note down new word meaning. Then have to ask teacher
- To study more and enrich vocabularies as well as to grasp the grammatical structure
- To develop reading and speaking skills students can overcome such challenges
- To overcome reading challenges students can take help from our teachers, seniors and guide books
- Overcome challenges in a skilled way
- Students face problem about grammatical structure and to overcome these problems they have to practice grammatical structures more for better clarification.

#### **4.20 Analysis of Quantitative Data (Unseen comprehension)**

The following section has focused on learners' reading ability test performance towards the two reading comprehension tests; one is seen comprehension and the other one is unseen comprehension. There were three questions in each passage.

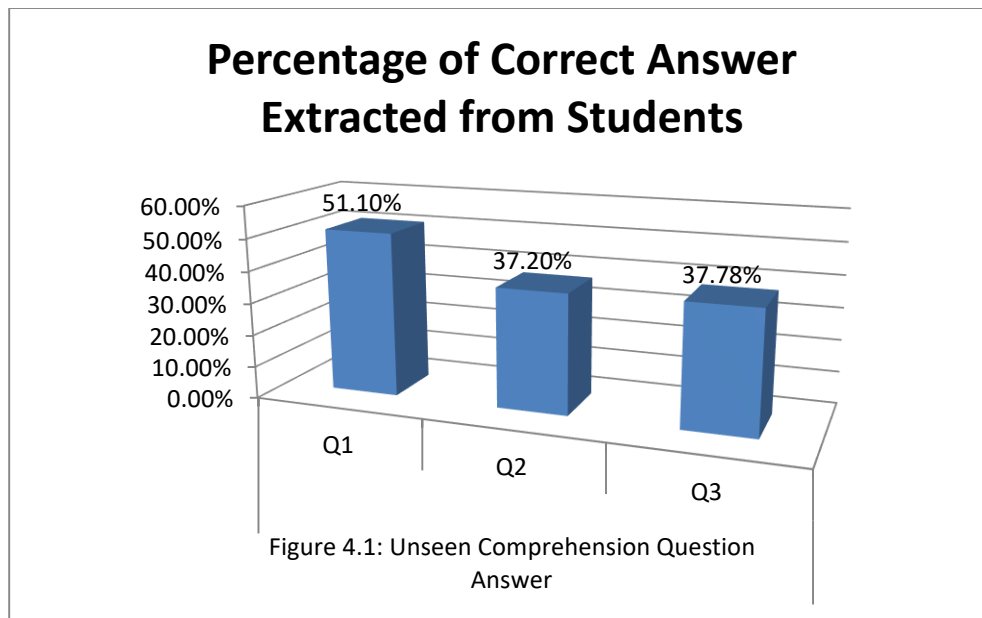
##### **Participation in questioning:**

The unseen comprehension was about a boy, named Andy. This passage was adopted from Nguyen Duc Minh, "Fortune Tellers (2014). There were three questions from the passage, the first one was who is telling the story, the second one was Tim would most likely describe the party as, and the third one is the relationship between whom. However, learners liked to be involved in reading passage and answering the questions after reading this passage, they got 10 minutes to read and answer the whole passage. After getting 180 students' answers from six EIA intervention providing schools, the result shows the following statistics. These two reading tests were about understanding their competency following objective-4 to examine challenges of students while practicing English reading skill.

In this study 180 students liked to be involved in participating question answering tests. Almost half percent (51.1%) of the total number of students were able to answer accurately in the first question of unseen comprehensions test, though questions of reading passages were MCQ (Multiple Choice Question). They answered the second question 37.2% and third question of unseen passage 37.78%. The following chart portrait students' understanding level of unseen reading comprehension.

Figure 17

*The figure corresponds correct answers from reading unseen comprehension question number 1, 2 and 3*



The figure corresponds that 51.10% students answered the correct answer of question 1, 37.20% of question 2 and 37.78% of question 3.

#### **4.21 Analysis of Quantitative data (Seen Comprehension):**

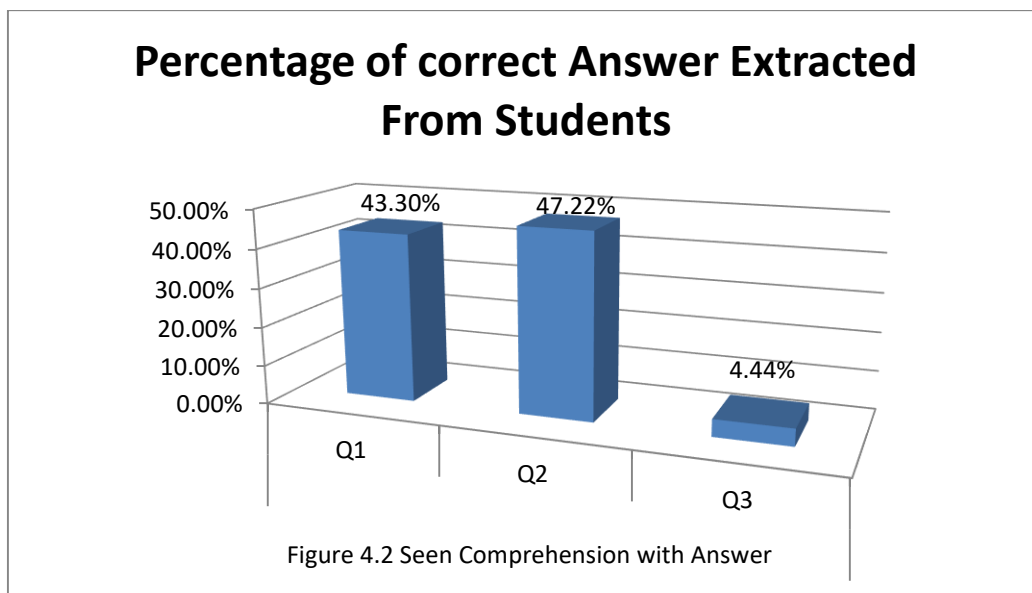
In this section students got again 10 minutes to complete the reading passage with correct answer. The passage was from their English for Today (IX & X) textbook. The reading passage was about International women’s Day. There were also three questions from the text. The first one was on women can gain their rights by, the second one was on the Women’s Day was established by the Socialist party of America was- and the third one was – when the first International Women’s Day was observed in. There were also 180 participants from six EIA intervened schools. All students were from class 9 and 10.

Learners’ liked to participate this question answer session. Only 43.3% students’ were able to answer the first question correctly. Similarly 47.2% students were able to answer correctly the second question. But a limited number of students like 4.4%

were able to answer question number three. The following chart shows the participants' reading ability test's result in percentage which meets up objective 4 to examine challenges of students while practicing English reading skill.

Figure 18

*The figure corresponds replies of the correct answer of seen comprehension question number 1, 2 and 3*



The figure corresponds that 43.30% replied the correct answer of question 1, 47.22% of question 2 and 4.44 % of question 3

#### **4.22 Quantitative data Analysis from Students (Likert Scale)**

A 5 point (likert scale) questionnaire was developed in order to find out the factors leading to practice and challenges of English reading skill. The findings of the study are:

Table 8

*Findings of 5 graded questionnaire to find out the factors leading to practice and challenges of reading skill*

| Code/ Theme   | Frequency            |                            |                         |                        |                           | Percentage(%)        |                            |                         |                        |                           |
|---|----------------------|----------------------------|-------------------------|------------------------|---------------------------|----------------------|----------------------------|-------------------------|------------------------|---------------------------|
|   | Never true of me = 1 | Usually not true of me = 2 | Somewhat true of me = 3 | Usually true of me = 4 | Completely true of me = 5 | Never true of me = 1 | Usually not true of me = 2 | Somewhat true of me = 3 | Usually true of me = 4 | Completely true of me = 5 |
| capturing main idea   | 0                    | 2                          | 54                      | 54                     | 70                        | 0.0                  | 1.1                        | 30.0                    | 30.0                   | 38.9                      |
| use of dictionaries for new words                                       | 3                    | 1                          | 21                      | 39                     | 116                       | 1.7                  | 0.6                        | 11.7                    | 21.7                   | 64.4                      |
| not bothering about grammatical structures                              | 37                   | 29                         | 75                      | 23                     | 16                        | 20.6                 | 16.1                       | 41.7                    | 12.8                   | 8.9                       |
| guess the meaning of new words by analyzing roots                       | 9                    | 21                         | 55                      | 39                     | 56                        | 5.0                  | 11.7                       | 30.6                    | 21.7                   | 31.1                      |
| not pay attention to the implied meaning                                | 75                   | 42                         | 32                      | 16                     | 15                        | 41.7                 | 23.3                       | 17.8                    | 8.9                    | 8.3                       |
| skip the new words  | 78                   | 35                         | 24                      | 15                     | 28                        | 43.3                 | 19.4                       | 13.3                    | 8.3                    | 15.6                      |
| pause and analyze the structure of sentence                             | 19                   | 14                         | 24                      | 46                     | 77                        | 10.6                 | 7.8                        | 13.3                    | 25.6                   | 42.8                      |
| guess the main idea based on pictures, chart, figure                    | 1                    | 3                          | 17                      | 29                     | 130                       | 0.6                  | 1.7                        | 9.4                     | 16.1                   | 72.2                      |
| understand complicated sentences by analyzing structure                 | 2                    | 10                         | 38                      | 68                     | 62                        | 1.1                  | 5.6                        | 21.1                    | 37.8                   | 34.4                      |
| grasp the gist through first and last paragraphs                        | 64                   | 23                         | 47                      | 29                     | 17                        | 35.6                 | 12.8                       | 26.1                    | 16.1                   | 9.4                       |
| guess the new words based on context                                    | 6                    | 21                         | 35                      | 52                     | 66                        | 3.3                  | 11.7                       | 19.4                    | 28.9                   | 36.7                      |
| overlook complicated sentence structure                                 | 48                   | 46                         | 31                      | 23                     | 32                        | 26.7                 | 25.6                       | 17.2                    | 12.8                   | 17.8                      |
| predict the main idea from key words                                    | 7                    | 11                         | 54                      | 54                     | 54                        | 3.9                  | 6.1                        | 30.0                    | 30.0                   | 30.0                      |
| trying to grasp the general idea before going to read the next sentence | 3                    | 12                         | 43                      | 67                     | 55                        | 1.7                  | 6.7                        | 23.9                    | 37.2                   | 30.6                      |
| some practice time for reading  | 22                   | 6                          | 15                      | 21                     | 116                       | 12.2                 | 3.3                        | 8.3                     | 11.7                   | 64.4                      |
| teacher starts the topic with an attractive introduction and clear aim  | 0                    | 0                          | 2                       | 20                     | 158                       | 0.0                  | 0.0                        | 1.1                     | 11.1                   | 87.8                      |
| facing some challenges both teachers and students                       | 28                   | 18                         | 44                      | 67                     | 23                        | 15.6                 | 10.0                       | 24.4                    | 37.2                   | 12.8                      |

#### **4.23 Thematic data interpretation from the structured questionnaire (Likert Scale)**

Thematic data of findings of this questionnaire has been interpreted below including some common techniques which are practiced for reading skill at secondary level. The following findings will answer the research objectives 1, 2 and 3.

#### **4.23.1 Techniques used for reading Skill**

The first 15 responses include some common techniques which are helpful for developing reading skill. The following findings will answer the research objectives 1 and 3.

In response to these fact, according to objective 1 and 2, the fact of capturing main idea more than 35% students reported that they have experienced completely true the theme capturing the main idea as their reading practice in classroom. The others somewhat true you have such experiences in their classroom. But only 1.1% responded that capturing main idea is not usually true for them. As these activities are involved to develop reading, students are eagerly interested developing reading skill due to sufficiency exposure to them.

#### **4.23.2 Reading Practices in classroom**

The rest 14 responses of the factors involved in the classroom while reading practices are in the classroom. Regarding practicing English reading skill, these together observe how learners involve themselves while practicing reading (especially for reading text).

The findings show that a high percentage of learners around 72.2% agreed they guess the main idea based on pictures, charts and figure. They can use their cognitive ability to understand the gist. Only 0.6% of them never experienced guessing the main idea.

#### **4.23.3 Techniques for learning new words**

The findings related to learning new words (sl. no: 2, 4, 6, 11) show that only 1.7% students have reported that they have never used dictionary for new words. On the other hand, 31.5% replied that they guess the meaning of new words by analyzing

roots. These results show that they agreed to you looking into dictionary for learning new words which is helpful to progress their reading skill. Although more than 43% students reported that they have never experienced skipping the new words where as 36.2 % reported that they guess the new words based on concepts.

#### **4.23.4 Using sentence pattern and grammatical structure while reading a text**

The category of sentence pattern and grammatical structures 41.7% respondents have experienced the option somewhat true bothering about grammatical structures rather 41.7 % never have experienced not paying attention to the implied meaning. These results show that same numbers of respondents do not bother about grammatical structures whereas same numbers of respondents do not pay attention to the implied meaning. So they are reluctant to read the text carefully.

#### **4.23.5 Specific time for reading in a classroom**

In response to the use of some specific time for reading, most students short their agreement completely true at the highest level of 64.4%. Only a few respondents around 3.3% agreed usually not true option towards the specific time is allotted in classroom for reading skill. Involving students with specific time for reading help them to practise reading every day and developing their reading skill with a positive attitude towards learning English reading skill.

#### **4.23.6 Facing Challenges for reading**

Of the total 180 respondents more than 37% respondents reported 'usually true' for facing challenges in reading skill, where 15.6% does not experience any challenges of reading India English class. Rather the statistics shows that 24.4% students have experienced towards the option 'somewhat to of me'.

#### **4.24 Data Interpretation from classroom observation:**

Observations were conducted in six intervened schools and eighteen classrooms (6x3=18). To clarify, it is said that as a researcher, I did not notify the teachers that I would be observing solely reading courses, so that out of 18 classes, all of the teachers did not provide reading sessions; nevertheless, some of them did provide listening, writing, and speaking classes. The primary focus of the classroom practice observation is on reading activities. As a result, all activities linked to reading habits have been considered. Other checklists include the number of respondents, observed practicing reading skill, used reading materials in classroom, method/ technique/approach used in classroom practice, student assessment, challenges faced in reading skill by both students and teachers, teachers' aptitude while improving students' reading skill, and comment. The findings of the study, organized by theme, are given below in accordance with the research goals. The topics are as follows: Introductory section, Presentation of a teacher, Teachers' Role, and Students' Role. The researchers spent three days visiting six classrooms and gathered a total of 18 classroom observations.

Coherently, in this study, data indicated that the major emphasis area in the classroom is the role of the instructor and the role of the students. The essential phrases were discovered using the classroom observation checklist, which included 9 factors for observing reading competence in the classroom. Finally, the classroom activity has been split into four distinct components. The first is to observe the role of the teacher, the second is to observe the role of the students, the third is the number of responders, and the last is the time observation schedule. The next six characteristics are monitored while practicing reading skills, using reading resources in the classroom, using a method/ technique/approach in classroom practice, student evaluation, teachers' aptitude while developing students' reading skill, and finally remarks and comment.



#### **4.24.1 Teachers' role in the classroom for reading**

In this study, important phrases such as observed practicing reading skill, utilized reading materials in classroom, method/ technique/approach used in classroom practice, teachers' aptitude while increasing students' reading skill, remarks, and general comment are identified. The teacher has organized his class around the lesson. The majority of the observations revealed that the teacher began the session with a "reading text." Then there are some notable variations in their practices. Some teachers have utilized him/her reading the lesson first. The students were then invited to read the passage aloud with their teacher. Simultaneously, the teacher has identified the new words from the text and has written those new words on the blackboard with meaning, and has instructed the students to read out the words from the textbook as well as match it with meaning from the blackboard, and has finally instructed them to write the words on their note book. After recognizing the new terms, the instructor writes them on the blackboard with their definitions and then reads the text. Simultaneously, s/he attempted to concentrate them in order to underline the new words with a pencil. After the students had finished reading, the teacher divided them into groups and urged them to study the lesson attentively and comprehend the content. The teacher selects one leader from each group. Then he assigns some questions from the text book as classwork.

Teachers utilized group work and pair work for reading practice as essential terms of employing strategies and procedures. At the time, the teacher offered both silent and aloud reading. When students have finished reading, the teacher walks around the classroom and gives them feedback on their pronunciation, meaning, and comprehension. Teachers utilized group work and pair work for reading practice as essential terms of employing strategies and procedures. At the time, the teacher offered both silent and aloud reading. When students have finished reading, the teacher walks around the classroom and gives them feedback on their

pronunciation, meaning, and comprehension. Aside from using a communicative method, the teacher may occasionally translate from the text, ask students for their opinions on the issue, and then engage in a teacher-student dialogue, question-answer session, and sometimes individual practice reading a text.

Furthermore, because the allocated class time is just 35-40 minutes, the time spent reading is quite limited. It is impossible to reach every student, especially the weak students who are not receiving enough help in the classroom. Because English lessons are mainly held during the first period, there are some extra activities such as roll calling, student organization, and the teacher checking their assignments at this time. Teachers must participate in duties such as writing, presenting, assessing, offering feedback, encouraging students, and reading, which are not the only tasks in the classroom and thus, they get very little time for reading practice.

However, in this regard, teachers' aptitude for increasing students' reading abilities include: speaking practice, students' attempts to answer in English individually, and following silent reading, the teacher begins a question-answer session in which students are extremely quick to respond. According to classroom observations, the teacher has given group work, pair work, and individual work for reading techniques utilized in classroom practice. However, the scope of delivering individual feedback is considerably better than individual aloud reading since the teacher can hear the students' voice so readily from this practice that s/he may make rapid adjustment where necessary. Teachers have simply requested one student from each group to read aloud and instruct the others to listen to him/her. Almost all of the reading group and pair work is preparation for drafting question answers. Some pair works have been discovered in which both pair members are requested to read aloud. However, they are also done at random and not by all pairings. Some reading resources, such as the English second paper book, SSC test papers, English for Today, were utilized by teachers.

The most intriguing result from this study, on the other hand, is the difficulties that teachers confront. Although the obstacles were tallied in relation to the time observation plan, it was discovered that after commencing the reading lesson for the first 15 minutes, teachers encounter certain challenges such as utilizing standard pronunciation, proper English grammar, and using a complete sentence. As a result, the students learn in ineffective ways. Aside from that, some pupils do not pay attention to attentive reading during classroom practice, but the teacher cannot give them with immediate assistance.

#### **4.24.1.1 General Comment**

The teacher began the lesson by reading a passage from the text book (Unit 1, Lesson 4 'Responsibilities'). The teacher was attempting to get them to talk in English. Students were conversing in English as well. Both students and teachers were extremely well-organized in the classroom. One of the students in this reading text did not grasp the meaning of the words "freedom of speech" and another student could not grasp the concept of 'press freedom,' so their teacher explained that the meaning is 'media is always expressing words.' The next day, another observation revealed that the teacher restarted the session with two reading books (Topic A: Independence Day of Bangladesh, Topic B: International Mother Language Day). The teacher was introducing the students to reading skills. 'How many skills are there?' he inquired. The students were conversing in English. Explaining the meaning of 'shall be,' it is used to emphasize something, such as 'Urdu shall be the state language.'

Another observation revealed that there were a total of 112 students there, with 100 of them being present. The teacher began the lesson by presenting a copy of the English newspaper 'The Daily Star.' As an unseen comprehension exercise, the teacher assigned a newspaper work. The teacher then assigned those writing

assignments. For example, learning new word meanings including synonyms, adjectives, and phrases.

The following day, the teacher began the next lesson, 'How to Make a Paragraph.' The teacher was discussing democracy. For example, democracy is government of, by, and for the people (said by American President Abraham Lincoln, 1861). Now, the teacher asked the students to write a paragraph on Bangladesh. Students were saying various statements about Bangladesh, and the teacher asked them to write down each sentence and combine them into a single paragraph.

The following remark was made while reading the book '21st February (Shaheed Minar)'. The teacher was speaking in English and began the lesson by asking the students questions. The teacher was reading the material aloud, and the students were listening to comprehend what it meant. Following the conclusion of the aloud reading, the teacher assigned several tasks to the students, such as: a) Determine the difficult words and b) explain the meaning of procession.

The other observation began with a reading material as well. One student read the text aloud, and the teacher then translated the meaning of the text. Part 2 of the theme was "International Mother Language Day." There were certain questions, and students were required to discuss them.

The following observation was made, and it had nothing to do with reading class. The teacher began the lesson with a song from the EIA materials, such as the "Good morning" song. Students were taking their shoes off and stood up on the seat bench.

The following day, the teacher began the class with a lesson on writing a paragraph about 'school.' The teacher posed some questions to the students and attempted to generate ideas from them. Make a phrase using these words now, everyone. The teacher was posing questions and providing feedback. After you have completed

all of the sentences, you might have a paragraph. So it was essentially a writing lesson.

The following day, the teacher began the lesson with a reading skill from a text book. Lesson 1 of Unit 9 On the board, the teacher was writing new words. After the students read the passage aloud, the teacher assigned them some writing assignments. Students were jotting down their responses.

The following observation was found to be similar. This observation indicated that the teacher had begun the lesson by reading from a text book. Lesson 2 of Unit 3 May 1st is designated as 'International Mother Language Day.' The following observation during that topic's lecture highlighted his teaching approach. The teacher began the class by teaching new terms. For example, 1) Commercial 2) Revolution 3) Shift etc. Teacher was giving them some tasks to cross check by the students 1:1. Moreover questions answer writing has also done in that class.

The following observation was discovered to convey topic content of 'The Sands of Dee,' Unit -14, lesson 1-3 by reading the books. The teacher was asking questions about the meaning of words, new thoughts about the poetry, and attempting to explain things in English. Over is spelled O'ver. Similarly, the subject of 'Two Mothers Remembered' was a poem. [The teacher in this poem was asking questions and speaking in both Bangla and English. When the teacher described the life cycle, he did it in Bangla. The poem was also explained in Bangla by the teacher. However, there was a reading exercise by the students. They were silently reading for new terms to bet on].

Another reading class was visible in teaching the topic from the text book. Lesson 4, 'Lipi's Story: Early Marriage on Channel I.' During the course of teaching the material, the following observation was made:

[The teacher was explaining in Bangla. Before beginning the book, the teacher provided an appealing introduction in Bangla. However, the teacher then spoke in English. The slug "chinno kishori" the slogan. The show was about girls, about 12 of more school's students were present on that occasion. Teacher dictated to find out the new word meaning: such as: Impose- taking advantages of so unfairly, Pursue: follow to go on steadying with, Inevitable- impossible to avoid, Influential: having influence, Hazard: risk, danger; Shutter: stuck, break, suddenly into pieces. Finally the teacher was asking the question to the students as well as the teacher was giving them feedback through English.]

During another observation from reading class, the topic was discussed about 'Pohela Boishakh'.

The teacher was giving them some writing tasks after reading the text about Pohela Boishakh.

Teacher instructed the students to write a short composition on Pohela Boishakh (in your writing you will answer of the following questions). 1) What is the day about? 2) What do people do on that day? 3) Where do people gather and what do they do? 4) How do you inspire celebrating the day? After checking all scripts teacher was giving them homework.

#### **4.24.2 Students' role in reading classroom**

It is a widely held belief that students are the most essential component of a classroom. Basically, students do everything according to their teacher's instructions. Various student activities were seen throughout the classroom observation.

First and foremost, students read alongside their teacher. The teacher read a sentence first, and then the students read in chorus. The teachers then asked students to identify the difficult terms at specific times. They also do pair work, group work, and solo work.

Second, the students' roles in group reading were fairly traditional. Some of them were inactive, and the group made no special effort to reach out to them. They merely sat with the text book open, and when the teacher moved to their group, they tried to show that they were engaged in reading but did not ask their teacher any questions. If the teacher questioned a specific student at the moment, they would open their mouth. However, just a handful of them eagerly questioned their teacher. From the each group, the students who can pronounce well s/he always become the group leader.

Third, after reading, the teacher asked them some questions to assess their comprehension. However, once they had completed their writing, the teacher was unable to verify all of the students' assignments. They matched the words on the blackboard with their own responses after the teacher had put the answers on the board. Students also practiced conversation and self-initiated speaking in the classroom. Even after reading and answering the questions, they read aloud their responses, which helped them with both English reading and pronunciation.

Fourth, in the observation of students' typical time schedule, students strive to involve in English reading and speaking during the first 15 minutes. Basically, the researcher sought to see whether there was anything special in the observation checklist. However, throughout this observation, it was discovered that students spent the majority of their time speaking and reading aloud. Each lesson lasted 40-50 minutes. Reading practice takes up the remaining 35-45 minutes of the time plan, which is a substantial reduction.

There was another parameter in the checklist and that was students' assessment done by the teacher. These are given below:

- a) Teacher was trying to extract the gist from the students with brainstorming
- b) Students were trying to say the meaning of the vocabulary
- c) Students were asking questions to the teacher about the topic
- d) Teacher was asking from students' opinion
- e) Word meaning practice by the students
- f) Teacher was explaining the topic
- g) Making group within 4 students and they were cross checking each other
- h) Teacher was giving feedback to the students

Finally this present study has disclosed some challenges faced by the students. One of the problems was to understand the meaning of the text. Participating teachers pointed out the gist with different clues in English. But comprehension was a big challenge for them. On the other hand following time observation schedule almost every observation students were facing challenges throughout the total class duration.

#### **4.25 Summary of the observation**

Except for certain problems by both instructors and children, it was evident from this study that there were several extremely beneficial aspects of developing reading skills. Throughout the observation, teachers were seen attempting to explain the text clearly. Teachers were frequently observed in the classrooms asking questions in English. Students also participated in a question-and-answer session. The teacher then carefully described the answer to them. Individual readings of the book aloud by students were spontaneous. The ability to maintain



the classroom calm and quiet, as well as managerial abilities, were greatly noticed. Surprisingly, teachers were quite experienced with assigning group and pair work for reading skills. Furthermore, students were eager to participate in group projects. The teacher then assigned certain written assignments, and if the teacher failed to manage class time, it was accounted as homework, and the teacher provided comments the following day.

## **CHAPTER FIVE**

### **DISCUSSIONS AND FINDINGS**

Data had shown that students and teachers had different opinions of reading skills. The findings of this study have some parallels and some discrepancies with a few prior studies. Reading skill contained some current practice with some teaching techniques, improvement of reading skill, and some challenges in reading skills, according to themes and sub-themes analyzed in chapter-4 data analysis.

#### **Common Classroom Practice**

A large number of students feel that teachers use common classroom practices to assist their students understand the importance of what they are studying as much as possible in the classroom. Some typical activities include group work, reading aloud, pair work, and so on, which help them enhance their reading skills. Some teachers also believe that a variety of reading approaches, such as individual work, group collaboration, and peer work, participatory approach, interactive method, student-centered classroom, brainstorming, silent and loud reading, and displaying real-life photos, are responsible as common classroom reading practices. This perception simply takes me back to Goodman's (1967) and Grellet's (1996) opinion, in which they stated that the reading process maintains a psycholinguistic model in which the reader is actively involved in attempting to recreate the author's meaning through group work, peer collaboration, role acting, aloud reading, and silent reading, as well as several visualizing organizing methods such as -rejecting pertinent details, defining the topic sentences and their link to the rest of the text, differentiating between generalizations and specific claims, and generating structural sketches of the text's structure. These frequent classroom activities were also noticed using the classroom observation checklist. Even quantitative data findings reveal that more than 35% of students have had as their reading exercise

in the classroom on the topic of grasping key concept. However, only 1.1 % feel that grasping the core concept does not always work for them. Because these activities include the development of reading skills, students are motivated to improve reading skills as a result of their extensive exposure to them.

Another fact is that the researchers identified numerous distinct elements in this study, one of which is insufficient fluency of reading skills. The analysis of the data shows that students who are weak in reading are also academically weak in all other abilities, according to teachers. Students will learn more if they read more. However, the content should be real-world orientated, particularly in relation to their day-to-day life setting. A similar conclusion was discovered in a study done by Abraham and Gram (2009).

### **Reading Strategies**

Some reading strategies were discovered through thematic analysis of qualitative data obtained through semi-structured interviews with English teachers. This qualitative research revealed that the majority of teachers employ a range of reading techniques, including solo work, group collaboration, and peer work, a participatory approach, an interactive method, a student-centered classroom, brainstorming, silent reading, and loud reading. In order to grasp the meaning of a new term, it is common practice to ask and answer questions as well as show them real-life images. According to the students interviewed, the teacher teaches by employing the meaning, pronouncing the new words, and then teaches the spelling, meaning, and tries to show it via examples. Even if they underline new words after reading the book, students learn numerous synonyms, new words, and components of speech, and their teacher explains what they mean. They also try to make new phrases by using new words, and they typically try to find out what it means in Bangla. According to the quantitative data, a large majority of students (64.4 %)

agreed that teachers utilize dictionaries to explain new words while explaining a reading material, and 31.1% said they predict the new words by studying the roots. However, just 8.3% of students use inferred meaning following as a reading strategy. This finding is similar to Jordan's (1997) study, in which he mentioned ten points that students must have an understanding of reading abilities and sub-skills for academic reading, such as prediction, skimming, scanning, differentiating between true and non-factual information, making deductions and conclusions, deducing unfamiliar terms, comprehending graphic presentation, and comprehending text structure, and comprehending linguistic/semantic characteristics and so on as well from the finding of (Schmitt, 2002) where he mentioned that students can employ their cognitive and knowledge resources in a number of ways, including scanning, skimming, inductive, deductive reasoning, reading for general comprehension, reading to integrate information, and critical assessment of reading materials.

### **Learning New Words and Guessing the Main Idea**

Literature shown that reading helps students comprehend the substance of the text through self-directed reading, which is critical for strengthening their reading skills. Furthermore, teachers feel that students who are deficient in reading skills would learn more if they read more. The discovery in this part indicates that acquiring new words is a crucial component of knowing a reading text. Some teachers believe that they all use the same teaching strategies to teach new words, such as using a mobile dictionary, telling them the synonym and explaining it, giving them some ideas about the vocabulary or giving examples about the topic, and discussing the new words first with meaning and then writing the words on the board. On the other hand, students feel that teachers need us to learn new words in groups, which helps them comprehend the substance of the text. However, 72.2 % stated in a structured questionnaire that they predict the main concept of a text based on images, charts,

and figures, as well as utilizing their cognitive capacity to comprehend the essence. Merely 0.6 % said they have never encountered guessing the overall concept but only identifying new terms. This conclusion is consistent with the findings of Afreen and Masum (2014). They performed study and discovered that reading helps students comprehend the substance of the material. Students feel better when they read the content with good intentions. It is never used to identify only the few new words and their meaning.

### **Understanding Grammatical Structure**

When students comprehend the grammatical structures, they strive to jot them down in class work or exercise copy so that the lecture copy may be used for additional practice. Students were asked to explain why they picked these specific points (they pause and analyze the structure of sentence and they turn into grammar books when coming across complicated structures). At this point, data reveal that the majority of students are attempting to figure out what the problems with grammatical structures are. Then they try to rearrange the grammatical rules in order to understand the meaning. When they are unable to understand any grammatical rules or Bangla meaning, they seek guidance from teachers. Aside from striving to understand elders, students should seek support from seniors who are fluent in English. Even when students do not understand the complicated structure, they seek explanation from our teacher. They frequently try to use other reference books, complex structures in a novel way, or use them in an unsuitable context. Students research the specific structure using a variety of reference materials. They attempt to correct grammatical structures by using the work of a great writer, discussing it with experts/seniors, and attempting to solve it on their own. They strive to use many grammar texts since they recognize the need of learning English in whatever manner feasible. The present study's prior findings also reveal that 42.8 % stated that they stop and evaluate the grammatical structures.

Students paused and sought to figure out the background of the reading material in this research, based on classroom observations. This conclusion is consistent with the findings of other scholars who recognized and faced several difficulties that students can modify their reading by speeding up, slowing down, or pausing to read another book to obtain some prior information on the current subject as well as grammatical structures (Pressley & Gaskins, 2006).

### **Using Cognitive Knowledge**

This section illustrates how students may utilize their cognitive and knowledge resources in a number of ways, such as scanning, skimming, inductive and deductive reasoning, reading for general comprehension, reading to integrate information, and critical assessment of reading materials (Schmitt, 2002). According to the findings, a large number of students, around 72.2 %, agreed that they guessed the key idea based on pictures, charts and figure. They can comprehend the gist by using their cognitive abilities. Only 0.6 % of them had no prior experience in guessing the primary theme. Despite the fact that, according to the findings of this study, teachers believe that parents should play a critical role in developing their early children's reading skills by providing opportunities to read materials other than text books. They will encourage them to learn new words and make sentences. The very similar result was also found in Pressley & Gaskins (2006).

### **Approaches to Improve Reading Skill**

Findings suggested that, teachers have varying opinions on how to improve their students' reading skills. Furthermore, in order to improve students' reading skills, teachers make an effort to speak English in class at all times, ask students pre-reading, while reading, or post-reading questions, perform silent and loud reading,

introduce new words or vocabulary, assign group or peer assignments, and assess the summary by eliciting responses from students.

The significant factor is that students overcome their shyness in the classroom via group and peer work, and even the most timid students become active participants. Teachers generally use activities such as group work and peer work to provide an equal education to all students by asking questions and providing reading assignments. Students improve their English abilities through group and peer work since all students can participate readily and students who are behind are also interested in engaging in this technique. In group work, they feel incredibly spontaneous and responsive, and it produces a comprehensive understanding of the subject, which helps their reading comprehension. According to the findings of the students' replies, teachers use a variety of techniques to help students improve their reading skills. For example, reading aloud (teacher corrects their errors, translates each sentence into Bengali with a focus on pronunciation, talks in English, writes difficult and significant new terminology, and asks questions in English to test our level of competence) and students are able to complete the lesson), group activity (their teacher tries to develop reading skills in the best way he knows how, advises students to practice reading as much as they can by doing group activities, and uses general reading strategies to improve reading skills even when their teacher does not present the lesson clearly or intelligibly), use of multimedia (use multimedia to observe real-life events and ask questions), new words (if students make a mistake, he does not punish them but rather goes out of his way to make it clear and help them pronounce the term correctly), pictures (using various images, movies, and questions to explain what each image represents). Following the presentation of a picture, group reading, as well as pair reading in the classroom, is performed. Reading game (sometimes play games in the classroom to enhance English reading), group reading (students strive to practice word meaning in class more frequently. When students read aloud, the teacher answers with a new word

meaning), which makes reading more intelligible (to translate the lesson into Bengali). This study's findings are similarly consistent with those of Winograd and Hare (1998) (cited in Anderson, 1991). They stated that in order to increase one's reading skills, it is necessary to understand more about what reading strategies should be utilized and how they should be used in order to optimize the advantage. According to the observation schedule, teachers strive to use various ways to help students improve their reading skills. As an example (group work, pair work, silent reading, aloud reading, provides feedback to the students in their pronunciation, meaning and understanding). According to Goodman (1967), a psycholinguistic model of the reading process holds that the reader actively participates in seeking to replicate the author's meaning. Students should, however, engage in group work, peer cooperation, role playing, aloud reading, and silent reading to develop their reading abilities. Reading is sometimes viewed as a collaborative activity. In contrast, quantifiable statistics reveal that just 9 of 30 students believed that the teacher always alters the style of education, because the teacher teaches very effectively and occasionally discusses English history, attempting to engage students and present in a new way.

### **Engaging Students in Reading Activities**

Researchers and developers observed that a number of elements influence students who engage in reading activities. Teachers must encourage, inspire, and engage pupils in order to improve their reading skills. Wigfield (1997) regards motivation as a collection of interrelated social and emotional factors that influence students' reading choices, with one of the sections being student engagement. This implies to actively and intentionally manage one's thoughts while reading. Findings from the qualitative data (students' semi-structured interviews) reveal that teachers involve students in a variety of reading activities, including as (brainstorming, role



playing, teaching new words, engaging them in group activity, quiz and games and motivation). Based on the current quantitative data, students responded that 40 percent of teachers provide various types of exercises as classroom reading activities. Significant forms of reading exercises have been seen in the classroom to improve kids' reading skills. Reading, on the other hand, may be a passive, uninteresting activity for some individuals who do it alone (Greenwood 1998), and a lack of drive can lead to a lack of interest (Dechant 1982), which contradict with the findings of this study.

### **Teachers' Aptitude and Students' Performance**

The teacher assesses students based on classroom observations. The teacher was using brainstorming to try to extract the gist from the students, the teacher was asking for students' opinions, the teacher was explaining the topic, the teacher was forming groups of four students and they were cross-checking each other, and finally the teacher was giving feedback to the students. Furthermore, students attempted to say the meanings of the vocabularies, asked questions to the teacher about the topic, and practiced new word meanings, whereas quantitative data show that among 30 students, 18 students responded that their teachers set interesting tasks to exploit the text, and 9 students responded that the teacher varies the way of teaching as their teaching aptitude. Furthermore, half of the students (50%) feel they translate into Bengali after reading a text (see 4.17.3). According to the results of the reading ability exam, 51.10 %, 37.20 %, and 37.78 % of the unseen reading comprehension questions were correctly answered. However, their success in the observed reading comprehension is rather ordinary, with students scoring 43.30 %, 47.22 %, and just 4.44 % in question 1, 2 and 3 respectively. However, teachers' teaching aptitude may help students perform better in reading text, which is consistent with the evidence of Turner and Paris (1995), who stated that six types of condensed motivational constructions, namely (1) choice, (2) challenge, (3)

control, (4) collaboration, (5) meaning construction, and (6) consequences, may help a learner improve reading skill.

### **Supporting Materials**

According to the study's findings, children in EIA intervention schools rely heavily on their teachers to acquire reading skills, and they face a shortage of helpful learning tools. Most of them have no opportunity to practice reading outside of the classroom, and they believe that self-directed reading is critical to developing their reading skills. However, some of them believe that lecturers should supplement their lectures with supporting materials or reference books such as posters, multimedia, newspapers, or real-life stories (see 4.11.1). This conclusion is nearly consistent with the quantitative data, in which 57 % (see 4.15) of students reported a lack of materials at the school level. Chomchaiya and Dunworth conducted a study in 2008 and found nearly the same results. According to the study, students expect systematic and suitable support from school to help them accomplish their objective. The similar finding was also found by Geske & Ozola (2008).

### **Challenges for Reading Skill**

Reading challenges are one of the current study main goals. The data above demonstrate that both teachers and students struggle with reading skills. Because English is a second language in Bangladesh, there are two challenges: one for students and one for teachers. According to Lovett, Steinbach, and Frijters (2000), reading difficulty is described as an individual's failure to acquire "rapid, context-free word recognition competence." Reading in a second language varies from reading in a first language because the nature of second language competency can influence reading ability in L2. Quder (1999) studied the reasons why Bangladeshi students struggle with English reading and observed that poor readers are unable to

pinpoint their trouble regions and are ignorant of the sources of their difficulties. Students face difficulties in properly pronouncing words and comprehending their meaning; they must understand the fundamentals and be able to practice strategies for dealing with difficult situations; and they face difficulties while practicing reading; they seek assistance from their teacher in order to overcome these obstacles. Learners do not believe that improving reading abilities is a vital aspect of learning a foreign language, but they read as much as is required to pass a test. Teachers do not expose students to adequate English learning materials outside of the curriculum. As a result, they are uninterested in reading English literature outside of their course requirements (Ahmed, 2012). According to the reading ability test, 51.10 % of students successfully answered the first question of an unseen comprehension. In comparison, just 4.44 % correctly answered question three of a viewed comprehension. The study also discovered from the interviews with teachers that teachers may feel bored when they do not understand the meaning of new English words/sentences, students' lack of grasp of new terminology; teachers frequently lose the flow of reading; teachers educate average-quality students, the majority of them are untrained in English and lack correct pronunciation. Furthermore, because many students are shy, they are afraid to read aloud in front of their peers; there are often environmental difficulties, a lack of instructional materials, students who are discouraged from engaging in class activities, gender discrimination, and other issues. It has also been discovered that in the classroom, instructors attempt to make the material on the topic obvious to the students, but if the students do not understand, teachers have difficulties. The findings are consistent with prior research. Many new teachers are insufficiently to fulfill the language and literacy needs of their students (Moats, 1994).

## CHAPTER SIX

### RECOMMENDATIONS AND CONCLUSION

#### Recommendations

This study explored that the current practice of reading skill among the secondary level students is bestowed with different factors. Based on research findings and discussion on emerging factors resulting from the evidence of gathered data, researcher has formulated recommendations for future actions. Those are related to the classroom reading practice, English teachers' aptitude, schools' facilities and students' personal intension. However these recommendations are given below:

#### Recommendations for Classroom Reading Activities:

- Common practices that help students to improve their performance including group work, reading aloud, pair work, groups or in chorus, audio-visual displays, role-playing, asking questions to their peers, answering in chorus, and the teacher should explain everything properly after the students' performance.
- Before teaching on peer-work, the teacher should first read aloud and clarify the subject, which may rapidly address students' reading difficulties. Furthermore, teachers should strive to teach new topics or subjects, but they should also evaluate students' reading skills on a daily basis. Teachers should make an effort to assist students in comprehending the meaning of new terminology, and students should be required to work in groups.
- Teachers should provide a reading test as well as assign a chapter to read aloud. Other students make an attempt to pay attention. The teacher then moves on to the next student in line to read aloud where the first in line had

stopped. It then continues for the length of the class. On occasion, teacher should use digital content.

- During the teaching period, teachers assign written assignments, then make the lesson understandable or convenient for them, and finally administer a test. Grammar instruction is incorporated as a regular practice in the classroom because it clarifies their core concept, standard practice to solve model questions, practicing English vocabulary for a test by listening to English words and reporting the specifics of those terms.
- Teachers might use strategies such as reading aloud, group activities, use of multimedia, learning new words, utilizing pictures, reading games, group reading, peer reading, making reading comprehensible, brainstorming, quizzes, and games to help students improve their reading skills.
- Teachers should tell students to learn new vocabularies more, show them how to read passages, teach them about its usefulness and discuss its impact by motivating them with various activities that use examples, and tell them to do pair reading so that students can solve difficult pronunciation and learn about vocabularies.
- In every English class, teachers should provide aside time to help students improve their reading skills. The teacher may occasionally consult a number of reference books and use examples from the text-book. Reading text will be easier for students if the teacher reads the lesson aloud and explains the new terminology. Teachers often run lessons in one of two ways. Three days of book reading via peer work. If students make errors, teacher will attempt to clarify them.

### **Recommendations for Teachers:**

- Teachers should take extra care to secure the integrity of all students. In addition, teachers give encouragement in each lesson so that students can progress. Even teachers should not be discouraged. Teachers must play an important role in motivating students.
- Teachers must be active and up to date. To inspire students, necessary teaching learning resources should be provided in the school, and the teacher-student ratio should not exceed the logical limit. Besides teachers should take on the fundamental role of improving students' learning aptitude of reading skills, as well as focusing on managing all of the students in the classroom; as a consequence, students' improved learning will be ensured.
- To improve students' reading skills, teachers should speak English to them and explain the lesson so that they can translate and retain it in Bangla. Furthermore, teachers should assist students with difficult explanations of new words and synonyms. Even group projects are completed in the classroom, where students may voice their opinions and collaborate to solve difficulties.
- When students are having difficulty, teachers should encourage them to read a book as well as explain it to them. Even if students do not grasp a reading, teachers should make an effort to make it accessible by using real-life examples, following different terms, offering encouragement, and occasionally amusing, so that students may learn the reading text very well by concentrating hard and eagerly. Teachers should make an effort to motivate students by creating groups and assigning them to read aloud in front of the class.3999
- Teachers should also motivate students by showing videos about any English topic, inspiring them to learn English vocabulary, grammar

correctly, and to practice reading every day, occasionally sharing teachers' own educational experiences and other people's lifestyles, and encouraging them to learn about famous people through reading and new topics.

- English is taught in a competitive environment in class. Teachers can share their knowledge with all of the students in the classroom. The teacher focuses on the weaker students and tries to teach them as simply as possible.
- A teacher should not be biased, dishonest, or indirect, and he or she should be capable of fulfilling the requirements of students. The teacher should present the lesson in front of the students in a strong voice, followed by a discussion in a calm and peaceful classroom atmosphere. Following a lesson on reading text, the teacher should ask questions. In this scenario, teachers may first explain a topic to students before asking them questions. Students might then clarify their worries by asking questions.
- Reading English newspapers are an excellent tool to improve one's reading skills. In this regard, because not all students have the same qualities, teachers may attempt to make the students understandable. When pupils are unable to do anything, teachers should use a variety of ways to make it clear to them, such as when introducing unfamiliar concepts and attempting to explain how to remember such concepts.
- Teachers' methods of teaching while reading comprehension texts may include strategies such as: teacher should frequently set interesting tasks for us to exploit the text, teacher should always vary the way of teaching, and teachers should give various types of exercises, attractive introduction, more interesting activities, and assisting students in guessing new words.

### **Recommendations for Students**

- Dedication is another key factor in improving their English proficiency. If someone can emphasize more, he or she will undoubtedly do better.

However, heart and soul devotion is also necessary in order to overcome reading problems.

- Following the advice of the teacher is a critical task for all secondary level English learners to overcome such problems. Because they are primarily concerned with passing the exam, applying their knowledge in real-life situations is sometimes challenging for them. So students must properly follow the teacher's comment before they may advance to a better position and students should practice more as their reading competence is not in a satisfactory level. However they need to practice more to improve themselves.
- Students should be given the opportunity to ask their instructor questions about new concepts and terminology, and they should try to use a dictionary. Students might sometimes consider hiring a professional tutor to aid them in improving their reading abilities with the assistance of a private tutor at home. Furthermore, pupils must have a strong sense of confidence, initiative, or endeavor in order to acquire interest and study on their own.
- Reading aloud is essential for learning how to pronounce and understand a new word. Students who understand correct reading skills will be able to read easily and clearly. Teachers should strive to focus on vocabulary because learning new terms will help students do better on the reading content. Despite the fact that students seek guidance from those who are considerably more knowledgeable.
- Grammatical methods are utilized and have been demonstrated to help improve reading abilities. Students are able to speak and comprehend English phrases. These aid with effective English communication. Knowing



English vocabulary, learning basic grammatical principles, investing additional time, practicing a lot, and seeking knowledge to acquire more, teachers strive to utilize multimedia to increase their genuine knowledge, while also striving to grasp the text and its meaning, while utilizing diverse materials for improvement for any sort of topic are all excellent reading techniques.

- To enhance their English reading skills, students should read a lot, complete a variety of activities, expand their vocabulary, and attempt to gain a deeper comprehension of a reading passage.

### **Recommendations for Overcoming Reading Challenges**

- Teachers may hold competitions among students to educate at times and declare which groups performed well so that kids may acquire reading incredibly quickly and accurately as a summary through competition.
- Students can have a better grasp of the material by using a projector. Teachers might utilize a sound box, speaker, or other device to help students enhance their English reading abilities.
- Since English is a foreign language, instructors may use Bangla terms to assist students understand the material. Additionally, teachers may employ translation to help students remember what they read later. Furthermore, if teachers read aloud to pupils so that they understand appropriate pronunciation, and both teachers and students practice reading on a regular basis, they may enhance their reading skills.

- The availability of materials may aid in the improvement of reading skills. The school administration may take some action by providing resources. Students can learn via the use of multimedia. They may include a dictionary to assist them in determining the meaning of a term. So that pupils are encouraged to study, the teacher provides the material using a CD or after downloading a movie. Students can also improve their reading abilities by taking use of school computer classes, speakers, projectors, and sound boxes, among other resources. Students practice audio speaking in school once a week.
  
- Students can participate in language clubs, reading competitions, cultural activities (English speeches at farewell celebrations, for example) to enhance their reading abilities. Aside from that, there are certain portions of English lectures at various events, so students may be required to study extensively. Furthermore, schools should make the necessary steps to assist students in developing their reading abilities.

## **Conclusion**

In a nutshell, this study reveals a frequent practice scenario and the challenges of teaching English reading competence, particularly in EIA classes. The researcher hoped that this exploratory study will disclose more behaviors and offer a rational discussion on such problems in the context of Bangladesh. Not only are students struggling with their reading skills, but teachers are as well. Since this study explored current practices of teaching English reading competence as well as how both instructors and students encounter and overcome obstacles in Bangladesh, problems with English reading are essentially multi-faceted. Teachers' unique contributions and students' passion have the abilities required to enhance reading skills. It is also important for future research to build on this preliminary and condensed study in order to create such guidelines and associated results to improve teaching English reading competence. Thus, the aim of the current study persuasively claimed that if reading strategies are correctly implemented in all EFL classes, especially at secondary level, including all phases of reading procedures, teachers' aptitude or availability of reading material, teachers' aptitude or the availability of reading resources, then English reading skill problems will undoubtedly be solved in our context.

## References

- Abraham, C. & Gram, J. (2009). *Reading: Breaking through the Barriers; A Discussion Guide*.
- Afflerbach, P. (2007). *Understanding and using reading assessment, K-12*. Newark, DE: International Reading Association.
- Afreen, A. & Masum, Z. H. M. J., (2014). Multiple Choice Questions in Assessing Reading Ability, *Teacher's World, Journal of Education and Research*, 41, 85-93.
- Ahmed, F. (2007). The effectiveness of teaching speaking skill in Bangla medium schools at the Secondary Level: a comparative study. IML, Department of English, University of Dhaka
- Akarsu, O., & Dariyemez, T. (2014). The reading habits of university students studying English language and literature in the digital age. *Journal of Language and Linguistic Studies*, 10(2), 85-99.
- Alderson, J.C. (2000). *Assessing Reading*. Cambridge: Cambridge University Press
- Amirian, S. M. R. (2013) Teaching reading strategies to ESP readers. *International Journal of Research Studies in Educational Technology*; 2013 October, Volume 2 Number 2, 19-26. Retrieved on December 2019 from <http://dx.doi.org/10.5861/ijrset.2013.318>
- Anderson, N. J. (1991). Individual differences in strategy use in Second language reading and testing. *The Modern Language Journal*, 75, 460-472
- Ashrafuzzaman, M., Babu, R., & Begum, M. (2010). Strength, weakness, Opportunities and Threat (SWOT) Analysis of Using Technology in ELT at Primary Level, *NAEM Journal*, 6(11), 70-76.
- Aziz, A. N., Rahim, Ab.S., Harun, B. H. E., Adzmi, A. N., Ahmet, H., Bidin,S., Shaharudin, R.M. (2011). The Reading Strategies Awareness among English as a Second Language (ESL) Learners in Malaysia's University. *Theory and Practice in Language Studies*, Vol. 1, No. 7, pp. 778-784.
- Banu, L.F.A. (2002). *Influences of Teacher's perception on Teaching-Learning Activities of English at Secondary Level: An Explorative Study*, Unpublished M. Ed Thesis. Institute of Education and Research, University of Dhaka.
- Bashir, I. & Matto, N.H. (2012). A study on study habits and academic Performance of Adolescents (14-19) years. *International Journal of Social Science Tomorrow*, 1 (5).

- Beck, I. L., & Juel, C. (1995). *The role of decoding in learning to read*. American Educator, 19(2), 8.
- Begum, M., Roshid, M. M., Banu, M. S. (2005). *Developing English Language Skills*. Dhaka Media Wave.
- Benjamin, H. (1978). *Linguistics and the Teaching of Reading*. Mc Grow Series in Education.
- Breen, S. 1975. "Reading in the Foreign Language Teaching Program" in Mackay et al. (1979). *Reading in a Second Language*. Newbury House
- Bond, W. (1960). *Teaching the Child to Read*. New York: The MacMillan Company
- Burns, M. S., Griffin, P., & Snow, C. E. (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press
- Burton, S. & Azim, F. (2014). Challenges faced in Conducting Evaluation and Research: Experiences of English in Action in Bangladesh. *Teacher's World. Journal of Education and Research*. Volume: 41, (35-41)
- Cain, K. (2011). Matthew Effects in young readers: reading comprehension and reading experience aid vocabulary development. *Journal of Learning Disabilities* (2011), 44(5), 431-443
- Carrell, P.L. (1988). *Interactive Text Processing: Implications for ESL/second language classrooms*. In Carrell, P. L. et al. (ed.), pp. 239-59.
- Carrell, P. L., Devine, J. & Eskey, D. E. (1988). *Interactive Approaches to Second Language Reading*. Cambridge University Press
- Chomchaiya, C. & Dunworth, K. (2008). Identification of Learning Barriers Affecting English Reading Comprehension Instruction. International Conference Paper. Edith Cowan University, Western Australia.
- Constitution of the People's Republic of Bangladesh [Bangladesh], 4 November 1972, Retrieve from : <https://www.refworld.org/docid/3ae6b5684.html> [accessed 30 May 2021]
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. 4th ed. University of Nebraska–Lincoln. Pearson Education
- Dechant, E. V. (1982). *Improving the teaching of reading*. New Jersey: Prentice- Hall.

- Denton, K., Reaney, L., and West, J. (2001). Home educational activities, literacy resources and kindergartners' reading knowledge and skills. Presentation at the biennial meeting of the Society for Research in Child Development, Minneapolis, USA. Denton, K., West, J. (2002). *Children'*
- Derrick, J. and Ecclestone, K. (2008), "English language Literature Review", in Teaching, Learning and Assessment for Adults: Improving Foundation Skills, Retrieved from <http://dx.doi.org/10.1787/172251338713>
- Dickinson, D. K., & Neuman, S. B. (2006). *Handbook of Early Literacy Research*. Vol. 2. New York: The Guilford Press
- Ehsan, M.A., Ashrafuzzaman, M. & Das, A.R. (2013). Primary Teachers' English Language Teaching and Learning: Chance in Practice and Motivation. *Teacher's World, Journal of Education and Research*, 37-38, 45-55.
- Fisher, D. L. (1981). Functional Literacy Tests: A Model of Question-Answering and an Analysis of Errors. Vol. 16, No. 3 (1981), pp. 418-448. International Literacy Association. <https://doi.org/10.2307/747410>
- Flippo, R. F. (2003). *Assessing readers: Qualitative diagnosis and instruction*. Portsmouth, NH: Heinemann
- Gambrell, L. & Marinak, B. (2009). Reading Motivation: What the Research Says. Retrieved from <https://www.readingrockets.org/article/reading-motivation-what-research-says>
- Geske, A. and Ozola, A. (2008). *Factors influencing reading literacy at the primary school level: Problems of education in the 21st century*, University of Latvia. volume-6.
- Goodman, K. S. (1967). "Reading a psychological guessing game" in Frederick V.
- Garcia, Y. P., Ramayan, A. J. R., Sepe, A. P., & Silor, A. C. (2014). Difficulties in reading comprehension and metacognitive strategies for technology livelihood education students. Proceeding at the Global Summit on Education GSE. Retrieve From <https://bit.ly/2YZpRgO>
- Gray, S. W. (1936). Reading Difficulties in College. *The journal of Higher Education*, vol. 7, pp 356-362
- Greenall, S. and Swan, M. (1986). *Effective Reading: Reading Skills for Advanced Students*. Cambridge: Cambridge University Press.

- Grellet, F. (1996). *Developing Reading Skills: A practical guide to reading comprehension exercises*. Cambridge University Press.
- Guthrie, J. T., & Davis, M. H. (2003). *Motivating struggling readers in middle school through an engagement model of classroom practice*. Reading and Writing Quarterly, University of Maryland, USA.59-85.
- Hamid, M. O., & Baldauf, R. B. (2008). Will CLT Bail Out the Bugged Down ELT in Bangladesh? *English Today*, 24, 16-24
- Hamid, M. O, Sussex, R., & Khan, A. (2009). Private Tutoring in English for Secondary School Students in Bangladesh. *TESOL Quarterly*, 43, no.2: 281-308
- Haque, A. (2006). *Analysis of English language: needs for higher education in Bangladesh*. Institute of Bangladesh Studies, Rajshahi University, Rajshahi.
- Hartney, R. N. (2011). *Investigating Reading Difficulties in English Second language of Grade 3, 1 Learner in one Primary School in the Khomas Education Region of Namibia*. N Windhoek: UNAM.
- Hirsch, E. D. Jr. (2003). Reading Comprehension Requires Knowledge of Words and the World. *American Educator*. Illustrated by Michael Gibbs.
- Hossain, A. and Barua, G. (2004). *Language Education: English*. Dhaka: Mita Traders
- Hudson, R. F., Lane, H. & Pullen, P. C. (2005). Reading Fluency Assessment and Instruction: What, Why, and How? *The Reading Teacher*. 58(8):702-714 - READ TEACH. 58. 702- 714. 10.1598/RT.58.8.1. Retrieved from DOI:10.1598/RT.58.8.1
- Imam, S. R. (2005). English as a global language and the question of nation-building education in Bangladesh, *Comparative Education*, 41:4, 471-486, DOI: 10.1080/03050060500317588
- Johnson, B.,& Christensen, L. (2004). *Educational Research: Quantitative, Qualitative and Mixed Approaches (2nd ed.)*. Boston: Pearson
- Kintsch, W. (2004). The construction-integration model of text comprehension and its implications for instruction. In R. Ruddell & N. Unrau (Eds.), *Theoretical models and processes of reading* (5th ed, pp. 1270-1328). Newark, DE: International Reading Association

- Kirkwood, A. (2013). English for Communication in Bangladesh in Bangladesh: Baseline research to establish the pre-existing environment for the 'English in Action' project system, 41(3) pp. 866-879
- Lerner, J. (2000). *Learning Disabilities: theory, Diagnosis and Teaching Strategies*. 8th Edition. Boston: Houghton Mifflin Company.
- Lovett, M. W. Steinbch, K. A., & Fritjers, J. C. (2000). Remediating the core deficits of development reading disability: A double deficit perspective. *Journal of learning disabilities*
- Lyon, G. R. (1999). Reading Development, Reading Disorders, and Reading Instruction: Research-Based Findings. Perspectives on Language Learning and Education. Volume 6, Issue 1, Pages: 8-16. Retrieved from <https://doi.org/10.1044/1le6.1.8>
- Mamun, A. A. (2014). Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level (pp. 1). Retrieved on 12 December 2019 from <http://dspace.bracu.ac.bd/bitstream/handle/10361/3288/13177014.pdf?sequence=1>
- Martin, M. O., Ed.; Mullis, I. V. S., Ed. & Kennedy, A. M., Ed. (2006). Progress in International Reading Literacy Study (PIRLS): PIRLS Technical Report. *International Association for the Evaluation of Educational Achievement*
- McKenna, M. C., Labbo, L. D., Kieffer, R. D & Reinking, D. (2006). *International Handbook of Literacy and Technology*. Volume II. Routledge Publication: New York, Retrieved from October 2021  
DOI <https://doi.org/10.4324/9780203929131>
- McKenna, M. C. & Stahl, K. A. D (2009). *Assessment for Reading Instructions*. Second ed. Guilford Press
- Moats, L. (1994). The missing foundation in teacher education: Knowledge of the structure of spoken and written language. *Annals of Dyslexia*, 44, 81-102.  
<http://dx.doi.org/10.1007/BF02648156>
- Moynihan, W.T., Lee, D.W. and Weil, H. Jr. (1969). *Reading, Writing and Rewriting*. J.B. Lippincott Company.
- Muchtar, N. (2019). Intensive and Extensive Reading in Improving Teaching Reading Comprehension. *LINGUA PEDAGOGIA: Journal of English Teaching Studies*. Vol.1, No.2 retrieve from April 18, 2021



- National Early Literacy Panel. (2008). Developing early literacy: Report of the National Early Literacy Panel. Jessup, MD: National Institute for Literacy. Available at [www.nifl.gov/earlychildhood/NELP/NELPreport.html](http://www.nifl.gov/earlychildhood/NELP/NELPreport.html)
- National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel: Teaching children to read. Washington, DC: Author. Available at [www.nationalreadingpanel.org/Publications/researchread.htm](http://www.nationalreadingpanel.org/Publications/researchread.htm)
- Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann International
- Parvin, R. and Haider, Z. M. (2012). Methods and Practices of English Language Teaching in Bangla and English Medium Schools. *Bangladesh Education Journal*. 11(1), 51-63
- Pressley, M. & Gaskins, I. W. (2006). Metacognitive competent reading comprehension is constructively responsive reading: How can such reading be developed in students? *Metacognition Learning*, 1, 99-113.
- Quader, D. A. (1999). 'Students' perception of difficulty in English Course'. Proceedings of the International Conference, Jan 31 - Feb 2, 1999: National and Regional Issues in English Language Teaching: International Perspectives. Dhaka: The British Council, 1999.
- Rahman, A. M. M. H. (1999). 'English Language Teaching in Bangladesh: didactics on the pragmatics of a language teaching policy'. Proceedings of the International Conference, Jan 31 - Feb 2, 1999: National and Regional Issues in English Perspectives. Dhaka: The British Council, 1999.
- Rahman, M. H. (2007). An Evaluation of the Teaching of Reading Skills of English in Bangladesh. A Published Ph.D Thesis, Department of English. University of Rajshahi
- Ransom, G.A. (1978). *Preparing to Teach Reading*. Boston: Little, Brown and Company.
- Rasheed, M. M. H. (2015). *Communicative Language Teaching in Bangladesh*. The Daily New Nation.
- Rasinski, T. V, Reutzel, D. R., Chard, D. & Linan-Thompson, Sylvia. (2011). Reading Fluency, 286-319. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of Reading Research*, Vol. IV. Philadelphia, PA: Routledge.

- Roshid, M. M., (2009). Performance of Teachers in Implementing the Communicative Approach in English Classes at the Secondary Level: An Evaluate Study. *Teacher's World: Journal of Education and Research*, 33-34, 177-186
- Roxanne, F. H., Holly, B. L., & Paige, C. P. (2011). Reading Fluency Assessment and Instruction: What, Why, and How? Retrieved from May 2021  
<https://doi.org/10.1598/RT.58.8.1>
- Roy, M. L. (2007). A Study of the Reading Skills of Class Four Students in the Government Primary Schools of Bhola District, an Unpublished M. Ed thesis, Institute of Education and Research (IER), University of Dhaka, p.3.
- Reutzel, D. R. & Cooter, R. B. (2011). *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*. Pearson Publication.
- Schmitt, N. (2002). *An Introduction to Applied Linguistics*. London: Arnold (pp.-233-234).
- Sekara, A. T.(1984-1988). An approach to Reading for Academic Purposes. A *Forum Anthology*. Volume: Iv, pp.121-126.
- Shahidullah, M. (2008). *Target Needs of English for University Education and English Textbooks up to Class 12: An Evaluation*. Rajshahi University Studies. Vo. 2
- Shaw, H. (1959). *Expository Reading for Writers*. New York: Harper and Brothers Publishers.
- Singhal, M. (2001). Reading Proficiency, Reading Strategies, Metacognitive Awareness and L2 Readers. The Reading Matrix, 1. Retrieved from  
[https://www.scirp.org/\(S\(lz5mqp453edsnp55rrgjt55\)\)/reference/ReferencesPapers.aspx?ReferenceID=2645599](https://www.scirp.org/(S(lz5mqp453edsnp55rrgjt55))/reference/ReferencesPapers.aspx?ReferenceID=2645599)
- Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press
- Snow, C. E., Griffin, P., & Burns, M. S. (2005). Knowledge to support the teaching of reading: Preparing teachers for a changing world. San Francisco, CA: Jossey-Bass

Spear-Swerling, L. (2006). Children's reading comprehension and oral reading fluency in easy text. *Reading and Writing: An Interdisciplinary Journal*, 19(2), 199-220. <https://doi.org/10.1007/s11145-005-4114-x>

The National Reading Panel report (2008), available free  
<http://iris.peabody.vanderbilt.edu/index.html>

Turner, J., & Paris, S. G. (1995). How literacy tasks influence children's motivation for literacy. *The Reading Teacher*, 48(8), 662-673

Wepner, Shelley B., Ed.; Valmont, William J., Ed.; Thurlow, Richard, Ed. (2000). *Linking Literacy and Technology: A Guide for K-8 Classrooms*. International Reading Association, Newark, DE.

West, J., Denton, K., and Reaney, L.M. (2001). The Kindergarten Year (NCES 2001-023). U.S. Department of Education, NCES. Washington, DC: U.S. Government Printing Office.

Widdowson, H. G. (1979). "The Process and Purpose of Reading". In H. G. Widdowson (ed.) *Explorations in Applied Linguistics*. New York: Cambridge University Press.

Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89(3), 420-432. <https://doi.org/10.1037/0022-0663.89.3.420>

Williams, E. (1996). *Reading in the Language Classroom*. Malaysia: Modern English Publications

Winograd, P., & Hare, V. C. (1988). Direct instruction of reading comprehension strategies: The nature of teacher explanation. In C. E. Weinstein, E. T. Goetz, & P. A. Alexander (Eds.), *Learning and study strategies: Issues in assessment instruction and evaluation* (pp. 121-139). San Diego: Academic Press.

Wolf, M., & Katzir-Cohen, T. (2001). Reading Fluency and Its Intervention. *Scientific Studies of Reading*, 5, 211-239. Retrieved from October 2021  
[http://dx.doi.org/10.1207/S1532799XSSR0503\\_2](http://dx.doi.org/10.1207/S1532799XSSR0503_2)

# Appendices

## Appendix-A

### Semi-structured Interview Schedule:

Practice and Challenges of Teaching Reading Skill of English at Secondary Level

[All the personal identities will be kept confidential]

#### **Teacher's Information:**

|                         |  |
|-------------------------|--|
| Name of the respondent: |  |
| Date of Administration: |  |
| Gender:                 |  |
| Age:                    |  |
| Professional Degree:    |  |
| Phone number:           |  |

#### **Classroom information:**

|                               |                                 |                               |                                 |
|-------------------------------|---------------------------------|-------------------------------|---------------------------------|
| Enrolment of students         |                                 | Attendance per Class:         |                                 |
| <input type="checkbox"/> Male | <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Female |
| Class:                        | Subject:                        |                               |                                 |
| Duration:                     |                                 |                               |                                 |

#### **Teacher's Question (Semi-structured Interview):**

1. How long have you been teaching English at secondary level?

.....  
.....  
.....

2. Do you enjoy teaching English at secondary level? What are the reasons?

.....  
.....  
.....

3. In what skills (listening, speaking, reading and writing) do you give emphasis most to teach English in the classroom?

.....  
.....  
.....

4. In which skill your students are efficient most?  
 Reading       Writing       Speaking       Listening

5. Is reading much easier than writing for students?  
 Yes     No  
If yes, explain

.....  
.....  
.....

1. What specific techniques do you follow to conduct a class for reading skill?

.....  
.....  
.....

2. What are the steps following in teaching reading skill in the classroom? Please give some examples:

.....  
.....  
.....

3. What activities do you use for developing reading skill?

.....  
.....  
.....

4. How do you teach reading text before starting the topic?

.....  
.....  
.....

5. Is there any specific time to practice English reading skill in each classroom?

Yes     No  
If yes, explain how

.....  
.....  
.....

6. How do you teach new or unknown words?

.....  
.....  
.....

7. Do you teach grammatical structures for developing reading skill? Explain how.

.....  
.....  
.....

8. Do you follow group work or peer work for improving reading skill?

.....  
.....  
.....

9. To what extent do the students improve their English reading skill through working in groups or pair?

.....  
.....  
.....

10. Do the students face any challenges in group work practicing reading skill? How these challenges could be overcome by them?

.....  
.....  
.....

11. What challenges do you face to teach reading skill in English classroom? How these challenges could be overcome?

.....  
.....  
.....

12. What strategies are in practice for improving reading skills of your students?

.....  
.....  
.....

18. Is there any initiative to develop reading skill in your school?

- Yes  No

If yes, how?

.....  
.....  
.....

19. Has your school taken any necessary steps to provide materials to develop reading skill?

- Yes  No

Mention:.....

.....  
.....

20. What are the students' attitudes towards developing reading skills?

.....  
.....  
.....

21. Other Comments about the context of Situation and Classroom Practice:

**Thank you**

**Appendix-B**

**Questions for students (Qualitative Study)**

[All the personal identities will be kept confidential]

|                                |  |
|--------------------------------|--|
| <b>Name of the Respondent:</b> |  |
| <b>School Name:</b>            |  |
| <b>Gender:</b>                 |  |
| <b>Class:</b>                  |  |
| <b>Age:</b>                    |  |

1. Do you enjoy your English classes? Why? Please explain your opinion (in detail).

.....  
 .....

2. What are the common practices have been followed in English Language class? What are these? How these are followed?

.....  
 .....

3. In what skills (listening, speaking, reading and writing) does your teacher emphasize most? Explain these with example.

.....  
 .....

4. What is the most efficient skill of you? Why? Explain.

- Reading       Writing       Speaking       Listening

.....  
 .....

5. Is reading much easier than writing?

- Yes       No

Explain why?

.....  
 .....

6. What reading strategies does your teachers apply to improve your reading skill?

.....  
 .....

7. How does your teacher teach reading text before starting the topic? Explain with examples:

.....  
 .....

8. Is there any specific time to practice reading skill in English classroom?

- Yes       No

If yes, explain





19. Can you make a quick summary after reading a comprehension?

- Yes  No

20. What do you often do after reading the texts?

- summarizing the text  discussing the texts  translating into Bangla  
 grasp the general idea before going to next sentence  others (give example)

21. What do you often do to improve your reading skill? Why?

- reading a lot  doing many kinds of the exercises  enriching your vocabulary as much as possible  
 trying to get better understanding of grammar by analyzing structure  others (give example)

.....  
.....  
22. Do you like your teachers' methods of teaching while reading comprehension texts?

Yes:

- because the teacher often sets interesting tasks for us to exploit the text  
 because the teacher always varies the way of teaching  
 other reasons (give example)

No:

- because the teacher only focuses on explaining new words and translating the text into Bangla  
 because the teacher never provides us with interesting activities  
 other reasons (give example)

.....  
.....  
23. How do you do reading comprehension exercises?

- individually  in pairs  in groups

24. Which of the following teaching reading techniques would you like your teacher to use?

- giving various kinds of exercises to help us exploit the reading text  
 giving attractive introduction and clear aim of the reading text  
 giving more interesting activities  
 helping us to guess new words based on the context  
 others (give example)

.....  
.....  
25. What do you find most difficult when you read an English text?

- Vocabulary  understanding the text quickly  
 remembering grammatical items  writing styles

26. What challenges you have faced to learn reading skill in English classroom?

.....  
.....  
27. How these challenges could be overcome?

Thank you

**Appendix-C**

**(Structured Questionnaire for students-Quantitative Study):**

[All the personal identities will be kept confidential]

|                                |  |
|--------------------------------|--|
| <b>Name of the Respondent:</b> |  |
| <b>School Name:</b>            |  |
| <b>Gender:</b>                 |  |
| <b>Class:</b>                  |  |
| <b>Age:</b>                    |  |

**Directions: Please answer each question by ticking the number that can best indicate what you really do while reading in English. The numbers stand for the following responses.**

1=This statement is never or almost never true of me

2= This statement is usually not true of me

3= This statement is somewhat true of me

4= This statement is usually true of me

5= This statement is completely or almost completely true of me

*Please choose a number quickly after you finish reading each statement.*

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I capture the main idea of the text while reading English                            | 1 | 2 | 3 | 4 | 5 |
| 2. I use dictionaries when coming across new words in the English reading               | 1 | 2 | 3 | 4 | 5 |
| 3. I do not bother with the grammatical structure of sentences while reading in English | 1 | 2 | 3 | 4 | 5 |
| 4. I guess the meaning of new words by analyzing their roots or prefixes or suffixes    | 1 | 2 | 3 | 4 | 5 |
| 5. I do not pay attention to the implied meaning of the reading text                    | 1 | 2 | 3 | 4 | 5 |
| 6. When I read English articles, I skip the words that are new to me                    | 1 | 2 | 3 | 4 | 5 |
| 7. I pause and analyze the structure of sentences when reading in English               | 1 | 2 | 3 | 4 | 5 |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 8. I try to guess the main ideas of the text on the basis of pictures, charts or figures                    | 1 | 2 | 3 | 4 | 5 |
| 9. I try to understand complicated sentences by analyzing their structure                                   | 1 | 2 | 3 | 4 | 5 |
| 10. I grasp the gist of the reading material through quickly reading the first and the last paragraphs      | 1 | 2 | 3 | 4 | 5 |
| 11. I guess the meanings of new words in context when reading in English                                    | 1 | 2 | 3 | 4 | 5 |
| 12. I overlook the sentences with complicated structures  | 1 | 2 | 3 | 4 | 5 |
| 13. I predict the main idea of the whole passage from key words   | 1 | 2 | 3 | 4 | 5 |
| 14. I try to grasp the general idea of a sentence before going to read the next sentence                    | 1 | 2 | 3 | 4 | 5 |
| 15. There are some practice time for reading in the each English classroom                                  | 1 | 2 | 3 | 4 | 5 |
| 16. My teacher gives an attractive introduction and clear aim of the reading text before starting the topic | 1 | 2 | 3 | 4 | 5 |
| 17. There are some challenges of reading skill which is faced by the teachers as well as the students       | 1 | 2 | 3 | 4 | 5 |

**Thank You**

**Appendix- D****Reading ability Test for Students**

[All the personal identities will be kept confidential]

|                                |  |
|--------------------------------|--|
| <b>Name of the Respondent:</b> |  |
| <b>School Name:</b>            |  |
| <b>Gender:</b>                 |  |
| <b>Class:</b>                  |  |
| <b>Age:</b>                    |  |

**Unseen Comprehension**

**Read the text carefully and find out the correct answers from (18-20):**

A young couple entered the restaurant in Andy's view. They were holding hands. Andy sat back down in his chair. He felt sick. He turned and faced his father, who was eating *xǒi*.

"What's the matter, son?" asked his father. "I thought you were going to the birthday party."

"It's too late."

"Are you sure?"

Andy nodded. He looked at the plate of *xǒi*. He wanted to bury his face in it.

"Hi, Andy." A voice came from behind.

Andy looked up. He recognized the beautiful face, and he refused to meet her eyes. "Hi, Jennifer," muttered Andy, looking at the floor.

"You didn't miss much, Andy. The party was dead. I was looking for you, hoping you could give me a ride home. Then I met Tim, and he was bored like, me. And he said he'd take me home...."

Andy, do you want to eat with us? I'll introduce you to Tim."

Andy said, "No, I'm eating *xǒi* with my father."

"Well, I'll see you in school then, okay?"

"Yeah," And Andy watched her socks move away from his view.

Andy grabbed a chunk of *xǒi*. The rice and beans stuck to his fingernails. He placed the chunk in his mouth and pulled it away from his fingers with his teeth. There was a dry bitter taste. But nothing could be as bitter as he was, so he chewed some more. The bitterness faded as the *xǒi* became softer in his mouth, but it was still tasteless. He could hear the young people talk and giggle. Their words and laughter and the sounds of his own chewing mixed into a sticky mess. The words were bitter and the laughter was tasteless, and once he began to understand this, he tasted the sweetness of *xǒi*. Andy enjoyed swallowing the sticky mess down. Andy swallowed everything down- sweetness and bitterness and nothingness and what he thought was love.

Adapted from Nguyen Duc Minh, "Fortune Tellers". In the collection of *American Eyes*. 1994 by H. Holt

18. Who is telling this story?

- Jennifer       Andy       Tim       Andy's father       An unnamed narrator

19. According to the passage, Tim would most likely describe the party as:

- Mysterious       Lively       Dull       Upsetting       Remarkable

20. This passage is mainly about the relationship between:

- Andy and his father    Andy and Tim    Andy's father and Tim    Jennifer and Tim  
 Jennifer and Andy

**Seen Comprehension:**

**Read the passage carefully and find out the correct answers from (21-23):**

In accordance with a declaration by the socialist party of America, the first National Women's Day was observed across the United States on 28 February 1909. In 1910, the Socialist International, meeting in Copenhagen, established a Women's Day, International in character, to honour the movement for women's rights and to assist in achieving universal suffrage for women. The proposal was greeted with unanimous approval by the conference of over 100 women from 17 countries, which included the first three women elected to the Finnish Parliament. No fixed date was selected for the observance.

As part of the peace movement brewing on the eve of World War I, Russian women observed their first The International Women's Day on the last Sunday in February 1913. Elsewhere in Europe, on or around 8 March of the following year, women held rallies either to protest the war or to express solidarity with their sisters.

Since those early years, The International Women's Day has become important all over the world for women in developed and developing countries alike. The growing International women's movement, which has been strengthened by four global United Nation's women's conferences, has asked for coordinated efforts to demand women's rights and participation in the political and economic process.

Increasingly, The International Women's Day is a time to reflect on progress made, to call for change and to celebrate acts of courage and determination by ordinary women who have played an extraordinary role in the history of women's rights.

*Adapted from English for Today ix-x*

21. Women can gain their rights by-

- war       empowering women       attaining economic solvency       united efforts

22. The Women's Day established by the Socialist Party of America was-

- local                       regional                       international                       national

23. The first International Women's Day was observed in-

- Russia       USA       Copenhagen       Europe

**Thank you**

**Appendix- E**

**Observation Checklist for classroom Practice (Reading skill)**

**Observation Notes:**

| Time Observation Schedule | Number of Response | Observed Practising reading skill | Used Reading Materials in English classroom | Method/ Technique/ Approach used in classroom practice | Student's Assessment | Challenges faced in reading skill both students and Teachers | Teacher's Aptitude while improving student's reading skill | Others Comments/ remarks |
|---------------------------|--------------------|-----------------------------------|---|--|----------------------|--|--|--------------------------|
| 1-5 min                   |                    |                                   |   |  |                      | S  |  |                          |
|                           |                    |                                   |   |  |                      | T  |  |                          |
| 6-10 min                  |                    |                                   |   |  |                      | S  |  |                          |
|                           |                    |                                   |   |  |                      | T  |  |                          |
| 11-15 min                 |                    |                                   |   |  |                      | S  |  |                          |
|                           |                    |                                   |   |  |                      | T  |  |                          |
| 16-20 min                 |                    |                                   |   |  |                      | S  |  |                          |
|                           |                    |                                   |   |  |                      | T  |  |                          |
| 21-25 min                 |                    |                                   |   |  |                      | S  |  |                          |
|                           |                    |                                   |   |  |                      | T  |  |                          |
| 26-30min                  |                    |                                   |   |  |                      | S  |  |                          |
|                           |                    |                                   |   |  |                      | T  |  |                          |
| 31-35min                  |                    |                                   |   |  |                      | S  |  |                          |
|                           |                    |                                   |   |  |                      | T  |  |                          |
| 36-40min                  |                    |                                   |   |  |                      | S  |  |                          |
|                           |                    |                                   |   |  |                      | T  |  |                          |
| 41-45 min                 |                    |                                   |   |  |                      | S  |  |                          |
|                           |                    |                                   |   |  |                      | T  |  |                          |
| 46-50 min                 |                    |                                   |   |  |                      | S  |  |                          |
|                           |                    |                                   |   |  |                      | T  |  |                          |
| 51-55 min                 |                    |                                   |   |  |                      | S  |  |                          |
|                           |                    |                                   |   |  |                      | T  |  |                          |
| 56-60 min                 |                    |                                   |   |  |                      | S  |  |                          |
|                           |                    |                                   |   |  |                      | T  |  |                          |

**General Comment:**

**Appendix- F**

শিক্ষা ও গবেষণা ইনস্টিটিউট  
ঢাকা বিশ্ববিদ্যালয়  
ঢাকা-১০০০, বাংলাদেশ



**Institute of Education and Research**  
University of Dhaka  
Dhaka-1000, Bangladesh  
Fax: +880-2-9667222  
www.du.ac.bd

**Practice and challenges of Teaching Reading Skill of English at Secondary Level**

**Letter of Consent**

Respected Sir/Madam,

I would like to inform you that I, MOURIN BARUA, am a participant of M. Phil program at Institute of Education and Research (IER), University of Dhaka, doing a study on “**Practice and challenges of Teaching Reading Skill of English at Secondary Level**” as a completion of M. Phil program. To obtain relevant data, I need to take some information through observation, interview and questionnaire from your respective secondary English classroom in a real life classroom situation, as you are directly involved with teaching-learning process at secondary level in English classes. I ensure the full confidentiality of the information that it will be used only for my thesis purpose and your identity will be only disclosed to the thesis committee.

I will be highly grateful if you agree to become a part of this study and have a signature below.

Thank you for your kind cooperation.

Sincerely yours,

.....

(MOURIN BARUA)

M. Phil Researcher

Department of Language Education

Institute of Education and Research (IER)

University of Dhaka

Signature:.....

Name:.....

Designation:.....

School Name:.....

Contact Number:.....

**Appendix- G**

শিক্ষা ও গবেষণা ইনস্টিটিউট  
ঢাকা বিশ্ববিদ্যালয়  
ঢাকা-১০০০, বাংলাদেশ



**Institute of Education and Research**  
University of Dhaka  
Dhaka-1000, Bangladesh  
Fax: +880-2-9667222  
www.du.ac.bd

**Practice and challenges of Teaching Reading Skill of English at Secondary Level**

**Letter of Approval**

**Date.....**

**The Head Teacher**

.....  
.....

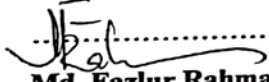
**Dear Sir/ Madam**

I would like to inform you that **MOURIN BARUA**, bearing roll: 223 is doing her Master of Philosophy at Institute of Education and Research (IER), University of Dhaka. At present she is at the data collection stage of her M. Phil thesis. Her thesis title is **“Practice and Challenges of Teaching Reading Skill of English at Secondary Level”**. To obtain relevant data, she needs to take some information from secondary school teachers, students and their respective classroom of your institution. I shall be grateful if you would kindly extend your cooperation so that she could collect necessary data to conduct this study successfully.

I assure you that the data obtained from your school will be used for the research purpose only. The name and identification of the institution and the persons to test will not be disclosed at all.

I thank you very much indeed for your cooperation.

With Regards,

  
.....  
**Md. Fazlur Rahman**

**Professor**

Department of Language Education

Institute of Education and Research (IER)

University of Dhaka