

Instructional Challenges in EFL Reading at the Secondary Level of Education in Bangladesh: A Survey

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ABSTRACT : The unique status of the English language as a global lingua franca has inspired the nations around the world to declare English education compulsory at all levels of education. However, distinct approach is needed while teaching English as a foreign language. The focus of the study is on teaching English reading as a foreign language (EFL) to secondary level students in Dhaka City. The study aims to explore the challenges faced by teachers and the students' perceptions of these challenges. Remedial measures are suggested to overcome obstacles in the teaching reading process. This quantitative investigation covers areas related to challenges including tasks and activities, textbooks, syllabuses, teaching methods, teachers' status, teaching aids, and students' needs and preferences etc. The findings are presented in tables and analyzed using descriptive and contextual methods. The study provides answers to the research questions, summarizes the findings, offers recommendations and implications, and concludes the study.

Keywords- : EFL, Reading, Teaching, Learning, Perceptions, Challenges.

I. INTRODUCTION

Everyone is aware that reading ability is one of the most crucial components and a necessary instrument in learning the English language (Pandian, 1997; Mokatsi, 2005). They concur with Krashen (1993), who claimed that reading helps readers improve their spelling, vocabulary, and grammar. They also claim that reading helps readers become better writers. Inderjit (2014) claims that being able to read well has become an essential skill for success in life. This is further highlighted by Merga & Roni (2018), who argue that reading comprehension is a stand-alone talent that encourages a lifetime of sustained literacy engagement. In other words, the ability to recognize, understand and comprehend written or printed materials is recognized as a crucial capability in every professional sector around the world (Rogers, 2005). This skill encourages readers to become involved in the world around them (Krashen, 1993).

As a result, it is apparent that reading comprehension is the most important talent for learning a language because, without it, one is regarded as being ignorant and uninformed of the world (Grabe,

& Stoller, 2011).

In Bangladesh, English is regarded as a foreign language that should be studied with great importance. In this nation, learning this language is mandatory for all levels of education. Education at the secondary level is not an exception. According to National Curriculum and Textbook Board (NCTB), (2012), English is a skill-based subject; hence all four of the fundamental English language abilities should be practiced in the classroom. The English curriculum, designed for the secondary level, encourages interactive exercises, and teachers are urged to go beyond the textbooks and incorporate real-life situations so that learning could take place in its natural setting (Podder, 2016). The NCTB's curriculum puts a high priority on the development of students' English reading skills, and as a result, the English textbook and evaluation system have been developed with that emphasis in mind (NCTB, 2012). The aforementioned curriculum also includes an option for the usage of additional reading materials to improve students' reading abilities over time (Billah, 2014). The curriculum demands that teachers choose/prepare reading materials (textbooks and other authentic materials such as pictures, diagrams, graphs and charts, literary pieces, etc.) and organize, facilitate, guide, and monitor reading activities. Students are also expected to read aloud in order to scan, skim, infer, and interact with teachers and other students by expressing their opinions, having conversations, asking and answering questions, and participating in group discussions and debates (NCTB, 2005, 2012). According to the curriculum, students should be able to read and comprehend straightforward English texts by the end of class ten (NCTB, 2012). Studies reveal that students in secondary schools in Bangladesh do not have the same level of proficiency in English reading as is required by the curriculum, though (Podder, 2016).

This failure can be attributed to a number of factors. Educators acknowledge that teaching English as a foreign language is difficult work on a mental, emotional, and physical level (Cathrine, Burns, and Griffin, 1998). To effectively teach English, one must possess an excellent knowledge of the language, be aware of how to do so, and have a thorough understanding of both how students learn and how to reach them (Bright, and McGregor, 1977). The goal of English language instruction, particularly in a foreign language context, is to prepare students to utilize English in everyday communication (Goldman, Snow, and Vaughn, 2016). Second language or foreign language reading skill is known as highly complex, dynamic, multi-componential and multi-dimensional because it involves multiple interactions among reader factors (e.g., first language literacy (L1) literacy, L1 background, language proficiency, background knowledge, knowledge of genre and pragmatics, metalinguistic knowledge, motivation, metacognition, and strategy use) and contextual factors (e.g., text topic and content, text type and genre, text readability, verbal and non-verbal communication) (Alderson, 2000). Hence it can be assumed that, most of the EFL teachers at the secondary level in Bangladesh fail to overcome the complex challenges they encounter while teaching English, especially reading to their students and consequently go wrong with the overall teaching reading process. This study aims to identify the real challenges that the teacher face while imparting EFL reading to the secondary level students. The study also tends to conceptualize the teachers' perception regarding those challenges.

II. LITERATURE REVIEW

According to Rumelhart (1977), the involvement of the text, reader and the relationship between the mentioned two aspects is called reading skill. Reading skill is also said as the skill which is used by the readers to interpret written and printed words in the reading materials to achieve their reading goals (Clarke, Truelove, Hulme, and Snowling, 2014). In other words, reading is the process which connects thoughts and language as well as there is a need to be acquired by the students in order to become competent in it (Clarke, Truelove, Hulme, and Snowling, 2014). Without this skill, the readers will be unable to achieve their reading competency. Billah (2014) has claimed that teachers are the most valuable persons in the classrooms to help students develop English reading skill. If teachers are good, they keep the students busy on-task, ask students questions to check their understanding, and provide feedback; and if the teachers are excellent, they attach importance to cognitive process of reading (Roehler & Duffy, 1984 as cited in Taylor et al. 2002); and if the teachers are outstanding, they purposefully engage students in reading activities for comprehension (Pressley et al., 2001 as cited in

Taylor et al., 2002). They further claim that learners themselves have got their own way of understanding and meaning construction which should be recognised by the teachers (Roehler & Duffy, 1984). However, a teacher might encounter numerous challenges while teaching FL reading to the students.

According to the several studies, certain difficulties are caused by the students themselves and their English language proficiency (Ganie, R et. al. 2019). For example, in Bangladesh The majority of secondary level students struggle to comprehend the meaning (in Bangla) of the texts they read and are unfamiliar with the syntax and vocabulary used (Alamgir, M. (2019). According to Ulfa (2012), the majority of secondary school students score in English below the minimal skills threshold. It suggests that students' basic understanding of the English language is below average, which has an impact on their reading comprehension skills (Podder, 2019). The same claims are made in Hasibuan's (2018) research findings, which demonstrate that students continue to struggle to understand the information in texts and that there are a variety of reasons why they struggle with reading assignments, including a lack of vocabulary, a failure to grasp the main idea, difficulty pronouncing the words, a lack of interest in what they are reading, and the fact that reading comprehension was previously a challenge for them.

The EFL teachers themselves, however, create some additional difficulties when it comes to teaching EFL students the skill of reading (Ganie, R et. al. 2019). These difficulties primarily result from the teachers methods of instruction (Ganie, R et. al. 2019). Researchers have discovered that teachers do not use any specific techniques or approaches that would help students in understanding the reading content properly (Podder, 2019). The teacher simply read aloud to the class before instructing them to complete some text-book exercises (Billah, 2014). This was in line with Soemantri's (2011) assertion that many EFL classrooms still use traditional teaching techniques.

The teaching method, according to Seomantri (2011) and others, is uninspiring and monotonous. Besides, majority of the researchers argue that lectures are still driven by the teachers, teaching learning processes are still dominated by the teachers (Inderjit, 2014). The teachers' approaches are not appropriate for the textbook, according to another phenomenon that is mentioned in various papers (Podder, 2019, Ganie, R et. al. 2019, Inderjit, 2014). Some texts have a genre structure, and each genre requires a particular approach to interpretation and comprehension (Grabe, & Stoller, 2011). Due to this, numerous techniques for understanding various reading text genres should be developed (Grabe, & Stoller, 2011). This is consistent with the claim made by Hasibuan (2018) that the majority of teachers only read and explained the contents of the text in a straightforward way. They are unable to explain the text any further with in-depth interpretation (Bright, and McGregor, 1977). Hence, the teachers need to be able to apply the proper teaching tactics, methods, approaches, and procedures so that the students will be inspired to understand and enjoy the printed materials they provide (Cathrine, Burns, and Griffin, 1998).

The use of textbooks in teaching EFL reading is crucial, although some research on the subject assert that the use of textbooks designed for secondary school students in Bangladesh makes teaching EFL reading challenging (Podder, 2019). According to several academics, the textbook was not adequate for the level of the students, not appropriate for the students' desired outcomes, and not appropriate for the planning of the curriculum (Podder, 2016). The diagram below can show the types of problems that the teachers face while teaching reading to the secondary level students in Bangladesh.

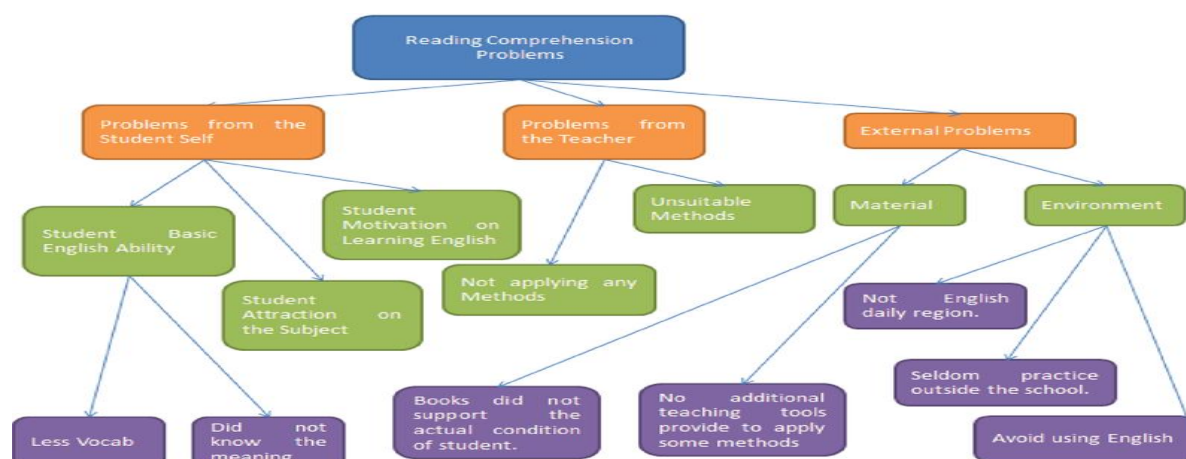


Diagram 1: Teaching EFL Reading Problems (Ganie, R., et. al. 2019)

Hence, it can be said that pedagogic approach to the teaching of EFL reading in Bangladesh is still very backward, though it is an important area of the English curriculum and tests in the country (Podder, 2019). A closer examination and evaluation of the pedagogic approach and challenges associated with this is significantly required to improve the EFL teaching situation in the country (Yusuf, Jamian, Hamza, and Roslan, (2013). The study explored the current challenges related teaching EFL reading at the secondary level in Bangladesh. The researcher particularly paid special attention to the challenges related to the present textbook, teacher skill, student language background etc. The study also explored students' perception regarding those challenges.

III. OBJECTIVES OF THE STUDY

1. To find out the challenges that the teachers face while teaching EFL reading at the secondary level of education
2. To explore teachers' perception regarding those teaching reading challenges
3. To investigate learners' belief about those teaching reading challenges

IV. METHODOLOGY

The researcher used a quantitative approach to gather as well as analyze data for the current study. The positivist theory that there exist facts with an objective reality and that they may be stated numerically is the foundation of quantitative inquiry (Anderson, & Arsenault, 1998). It is discovered that quantitative research, which uses statistical research methodologies, is the predominant approach in English language education (Rasinger, 2013). This type of research examines four language skills, various features of language skills, teaching strategies, motivation, language testing, and evaluation etc (Payne, & Payne, 2004). When choosing the respondents for the study, a random sample technique was used. 20 students from each of the 24 schools in Dhaka city were randomly chosen for the study. So the total number of student respondents was 480. Additionally, 48 English language instructors who were teaching English to the same students completed a questionnaire. 2 EFL teachers were chosen at random from each of those ten schools.

A developed and adapted questionnaire was used to collect data because the current study was a quantitative research project (Podder, 2019). The researcher modified and adopted the questionnaire's content based on how closely it related to the study's goals. Closed-ended questions in the present study were chosen. The questionnaire for students and teachers contained only simple, uncomplicated questions. The items of the questionnaire were concerned with the challenges related to teacher and student knowledge of teaching EFL reading (Item Nos. 1, 2), challenges related to tasks, activities and teaching techniques (Item Nos.3,4,5 and 6), challenges related to teaching/learning materials materials (Item Nos.7 and 10), and challenges related to class size and class duration (Item Nos.8 and 9). That is, they were designed to uncover the challenges of teaching reading and learners perceptions of those

challenges as regards the teacher conception of teaching reading, classroom tasks and activities, language materials, and teaching methods and techniques and students 'background knowledge,. The researcher developed the questionnaire on the model of Cheng (2005) and Shohamy (2005), and used a five-grade Likert Scale (1932) from 'strongly agree' to 'strongly disagree' and combined 'strongly agree' and 'agree' to agree. 'At the same time he combined 'strongly disagree' and 'disagree' to disagree. The survey was carried out in different SSC level institutions through questionnaires. For the convenience of comprehension and acceptance of the respondents, the themes of the questions were translated to the respondents' mother tongue Bengali. Research is a scholarly investigation or experimentation aiming at discovering new facts and their correct interpretation (Burns, 1999). The science of statistics assisted the researcher in planning, analyzing, and interpreting the results of investigation. The present investigator analysed the data using appropriate computer statistical package SPSS 26.0.

V. FINDINGS OF THE STUDY

Teachers and students were invited to respond to a questionnaire that asked them about the difficulties in teaching reading. The researcher translated the statements into Bangla and provided additional explanation of the statements as needed while collecting data. Below is a discussion of the questionnaire survey's results.

Sufficiency of Class time and medium of instruction

| | | Category of Representatives | | | | | |
|--------------------------------|----------|-----------------------------|------------|-----------|------------|-----------|------------|
| | | Teacher | | Student | | Subtotal | |
| | | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| (Q1) Sufficiency of Class Time | Disagree | 20 | 41.7% | 186 | 38.8% | 206 | 39.0% |
| | Neutral | 14 | 29.2% | 66 | 13.8% | 80 | 15.2% |
| | Agree | 14 | 29.2% | 228 | 47.5% | 242 | 45.8% |
| (Q2) Medium of Instruction | Disagree | 0 | 0.0% | 51 | 10.6% | 51 | 9.7% |
| | Neutral | 8 | 16.7% | 262 | 54.6% | 270 | 51.1% |
| | Agree | 40 | 83.3% | 167 | 34.8% | 207 | 39.2% |

The statements Q1 in the questionnaire was related to the sufficiency of class time for giving effective EFL reading instruction and Q2 tended to find out whether 'English' as a medium of instruction was a challenge while teaching EFL reading.

In the response to the question one (Q1) 29.2% (frequency 14) of the teachers told that the duration of the class time was sufficient for effective reading instruction, but 41.7% (frequency 20) disagreed. Moreover, 29.2% (frequency 14) of the teachers remained neutral showing their confusion about the question. On the contrary 47.5% (frequency 228) students thought that the duration of the class time seemed sufficient. However, 38.8% (frequency 186) students did not agree with their classmates. The later portion thought that the class duration was insufficient. In the same table, we see a picture of the medium of the instruction as a barrier to teaching EFL reading. We know the curriculum designed for the students of the SSC level aims at developing students' reading ability through conducting different types of communicative activities and the use of target language in the classroom is inspired. In the table we see that 83.3% (frequency 40) teachers agreed that their use of English as a medium of instruction while teaching EFL reading caused problems for the students to understand the lecture whereas 34.8% (frequency 167) students told that the teachers' use of English as a medium of instruction was a challenge for them to understand reading instruction. The table shows the percentage of the teachers was higher than the percentage of the students in believing in the use of English by the teachers in the reading classroom as a barrier.

Teacher skill and student linguistic background

The statements Q3 in the questionnaire was related to the belief of the teachers and the students about the teacher competency on teaching EFL reading and Q4 tended to find out whether student background knowledge was a challenge while teaching EFL reading.

The results show that 87.5% of the teachers agreed (strongly agree and agree) that their conception of teaching reading was clear. In response of the same question, the students' percentage of agreement is 69%. It means 42 out of 48 teachers and 331 out of 480 students believed that the teachers' conception of teaching reading is up to the mark. The success of teaching reading greatly depends on the respective teachers' ability and conception level. The result of this analysis shows us that most of the teachers are competent and able in teaching EFL reading at the SSC level. In case of believing students' background knowledge as a barrier to teaching EFL reading, we see mixed reaction from the teachers and the students. 62.5% teachers believed that student background knowledge was a barrier to imparting

| | | Category of Representatives | | | | | |
|-------------------------------------|----------|-----------------------------|------------|-----------|------------|-----------|------------|
| | | Teacher | | Student | | Subtotal | |
| | | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| (Q3) Conception Of Teaching Reading | Disagree | 0 | 0.0% | 25 | 5.2% | 25 | 4.7% |
| | Neutral | 6 | 12.5% | 124 | 25.8% | 130 | 24.6% |
| | Agree | 42 | 87.5% | 331 | 69.0% | 373 | 70.6% |
| (Q4) Student background knowledge | Disagree | 8 | 16.7% | 65 | 13.5% | 73 | 13.8% |
| | Neutral | 10 | 20.8% | 309 | 64.4% | 325 | 61.6% |
| | Agree | 30 | 62.5% | 106 | 22.1% | 130 | 24.6% |

effective EFL reading instructions, whereas 64.4% students chose the option 'Neutral' in case of responding to this question. Only 22.1% of the students agreed with the belief of their teachers.

Giving effective feedback and large class size

The statements Q3 in the questionnaire was related to the belief of the teachers and the students about the teacher feedback in the EFL reading class and Q4 tended to find out whether large class size was a challenge while teaching EFL reading.

| | | Category of Representatives | | | | | |
|--|----------|-----------------------------|------------|-----------|------------|-----------|------------|
| | | Teacher | | Student | | Subtotal | |
| | | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| (Q5) Effectiveness Of Teacher Feedback | Disagree | 18 | 37.5% | 139 | 29.0% | 157 | 29.7% |
| | Neutral | 10 | 20.8% | 187 | 39.0% | 197 | 37.3% |
| | Agree | 20 | 41.7% | 154 | 32.1% | 174 | 33.0% |
| (Q6) Large Class Size | Disagree | 4 | 8.3% | 90 | 18.8% | 94 | 17.8% |
| | Neutral | 8 | 16.7% | 91 | 19.0% | 99 | 18.8% |
| | Agree | 36 | 75.0% | 299 | 62.3% | 335 | 63.4% |

In response of the question (Q5) 41.7% (frequency 20) teachers and 32.1% (frequency 154) students agreed that giving effective feedback in EFL reading class was somewhat impossible. And 37.5% (frequency 18) teachers and 29% (frequency 139) students disagreed and 20.8% (frequency 10) teachers and 39% (frequency 187) students were neutral while answering the question. So, we observe miscellaneous reaction from the teachers and students in response to this question. In response to the question (Q6) majority of the teachers, 75% (frequency 36), and 62.3% (frequency 299) students agreed that for large class size teachers couldn't give sufficient attention to individual students and consequently it has been a great challenge for teaching EFL reading effectively. On the other hand, very

less number of teachers, 8.3% (frequency 4), and students 18.8% (frequency 90) disagreed with this point. And other 16.7% (frequency 8) teachers and 19% (frequency 91) students were neutral in this question

Task sufficiency in the textbook and authenticity of the textbook

The statements Q7 in the questionnaire was related to the belief of the teachers and the students about whether the textbook's lack of sufficient and effective reading tasks is a challenge to teaching EFL reading and Q8 tended to find out whether the authenticity of the textbook was a challenge while teaching EFL reading.

| | | Category of Representatives | | | | | |
|----------------------------------|----------|-----------------------------|------------|-----------|------------|-----------|------------|
| | | Teacher | | Student | | Subtotal | |
| | | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| (Q7) Sufficient Task for Reading | Disagree | 12 | 25.0% | 162 | 33.8% | 174 | 33.0% |
| | Neutral | 4 | 8.3% | 60 | 12.5% | 64 | 12.1% |
| | Agree | 32 | 66.7% | 258 | 53.8% | 290 | 54.9% |
| (Q8)Authenticity of the Textbook | Disagree | 10 | 20.8% | 170 | 35.4% | 180 | 34.1% |
| | Neutral | 4 | 8.3% | 99 | 20.6% | 103 | 19.5% |
| | Agree | 34 | 70.8% | 211 | 44.0% | 245 | 46.4% |

In response to the question Q7, 66.7% (frequency 32) of the teachers and almost half 53.8% (frequency 258) of the students agreed that the text has sufficient effective tasks for reading. But 25% (frequency 12) teachers and 33.8% (frequency 162) students disagreed with these the statement. And other 8.3 % (frequency 4) teachers and 12.5 % (frequency 60) students remained neutral. On the other hand, 70.8% believed that the textbook contained authentic task for teaching EFL reading, however only 44% students agreed with their teachers. A vast number of students believed that the textbook was not authentic at all.

Textbook effectiveness and meeting students' need

The statements Q9 in the questionnaire was related to the belief of the teachers and the students about whether the textbook's lack of effective reading tasks is a challenge to teaching EFL reading and Q10 tended to find out whether the textbook was tailored to student need and interest.

| | | Category of Representatives | | | | | |
|---|----------|-----------------------------|------------|-----------|------------|-----------|------------|
| | | Teacher | | Student | | Subtotal | |
| | | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| Tailored to Students Interest and Needs | Disagree | 8 | 16.7% | 96 | 20.0% | 104 | 19.7% |
| | Neutral | 6 | 12.5% | 107 | 22.3% | 113 | 21.4% |
| | Agree | 34 | 70.8% | 277 | 57.7% | 311 | 58.9% |
| Effectiveness of the Task of the Textbook | Disagree | 14 | 29.2% | 111 | 23.1% | 125 | 23.7% |
| | Neutral | 12 | 25.0% | 92 | 19.2% | 104 | 19.7% |
| | Agree | 22 | 45.8% | 277 | 57.7% | 299 | 56.6% |

In response to the question (Q9), as shown in the table, 70.8% (frequency 34) teachers and 57.7% (frequency 277) agreed that the text book *English for Today Classes Nine-Ten* is tailored to students need and interest. But only 16.7% (frequency 8) teachers and 20.0% (frequency 96) disagreed with the statement. Another 12.5% (frequency 6) teachers and 22.3% (frequency 107) were neutral in this regard.

But 16.7% (frequency 8) teachers and only 12.1% (frequency 64) disagreed. In response to effectiveness of the task of the textbook 45.8% (frequency 22) teachers and more than half of the students 57.7% (frequency 277) agreed that the text book includes effective tasks for teaching EFL reading at the SSC level. But 29.2% (frequency 14) teachers and 23.1% (frequency 111) students disagreed with the statement.

VI. DISCUSSION

Teaching reading can be a complex and challenging task, as it involves various components and requires addressing individual differences (Clarke, Truelove, Hulme, and Snowling, 2014). The results of this study highlight some typical difficulties that teachers have when instructing EFL reading. Due to the extra layer of language acquisition, teaching reading in English as a Foreign Language (EFL) presents several unique obstacles (Alderson, 2000). Findings show that the size of the class and the length of the class period have become significant problems in a EFL class in Bangladesh. Many other significant challenges result from a large class size and a short class period. Students have a range of abilities, interests, and learning styles (Roehler & Duffy, 1984). As a result, it can be difficult to modify teaching methods and resources to fit each student's unique needs, especially in classrooms with huge student numbers (Podder, 2016). Nonetheless, some students could not be motivated or interested in reading, which can impede their development (Roehler, & Duffy, 1984). In this case, the length of the class should be sufficient for teachers to develop ways to involve students in class activities, make reading interesting and relevant, and foster a love of reading. Additionally, selecting the right assessment methods and tracking student development can be difficult, particularly when working with a big class of students that have a variety of reading levels and in only a short period of time (Black, and William, 1998). Due to the extensive curriculum and conflicting demands, secondary school instructors in Bangladesh frequently have a little amount of time to devote to reading instruction (Billah, 2014).. In this situation, it can be difficult for the teachers to find strategies for maximizing class time and balancing reading teaching with other disciplines.

Students' poor background knowledge can also be termed as significant challenge in teaching EFL reading at the SSC level of education in Bangladesh. Studies show that EFL learners at the secondary level often have limited proficiency in English, which can make reading comprehension difficult (Podder, 2019, Rahman, 2007). They may struggle with vocabulary, grammar, and sentence structure, hindering their ability to understand the text (Cathrine, Burns, and Griffin, 1998). While giving reading instruction, teaching students new words and helping them understand the meaning and context can be challenging, especially for students with limited background knowledge or English language learners (Inderjit, 2014).. Understanding and interpreting the meaning of a text can be challenging for some students. Hence, comprehension skills, such as making inferences, summarizing, and identifying main ideas, need to be explicitly taught and practiced in EFL reading class (Watkins, 2007). However, it is challenging in a class consisting of students with poor background knowledge. Some researchers believe that EFL learners at the secondary level in Bangladesh may have limited exposure to the cultural and contextual background necessary for understanding reading materials (Podder, 2019). They may be unfamiliar with cultural references or have little knowledge of the topics being discussed in the texts, making reading comprehension challenging (Rahman, 2007).

Teacher lack of competency is also a crucial challenge in the field of teaching EFL reading at the secondary level in Bangladesh. Teachers need to stay updated on effective instructional practices, the latest research in literacy, and strategies to support student readers (Grabe & Stoller, 2011). Ongoing professional development opportunities and access to resources can be crucial for teachers to address the challenges in teaching reading effectively (Goldman, Snow, and Vaughn, 2016). However, due to the lack of teaching competence, EFL teachers fail maintaining motivation of the students and ensuring student engagement in the reading class which become a challenge for them (Grabe & Stoller, 2011). In this case, EFL learners may struggle with the perceived difficulty of reading in a foreign language, leading to frustration and disinterest (Cathrine, Burns, and Griffin, 1998). Teachers need be competent enough to employ strategies to make reading enjoyable, relevant, and meaningful for their students. Moreover, access to authentic reading materials, such as newspapers, magazines, and literature, may be

limited for EFL learners at the secondary level of education in Bangladesh. Texts specifically designed for the students at this level often lack the complexity and authenticity of real-world materials, which can hinder the development of reading skills.

VII. RECOMMENDATIONS

Teaching English reading can present various challenges, but with the right strategies and approaches, a teacher can overcome them.

- 1) EFL reading instruction should include techniques like pre-reading exercises, vocabulary and language structure building, scaffolding comprehension, providing authentic reading materials, encouraging extensive reading, and creating a positive and encouraging learning environment to address these difficulties.
- 2) EFL reading instruction can also be improved by incorporating technology, using visual aids, and promoting interaction and conversation.
- 3) To overcome these obstacles and assure students' success, a variety of instructional methodologies, differentiation, teamwork, and continual professional development must be ensured.
- 4) Vocabulary and linguistic structure development are essential for improving reading abilities. A variety of resources, including books, magazines, newspapers, and online articles, should be made available by teachers. Learners can recognize unfamiliar words, decipher their meanings from context, and see how language structures are applied in various situations.
- 5) Teachers should involve students in interactive exercises and games that emphasize expanding their vocabulary. Teachers can also use technological resources and tools like vocabulary-building websites, online dictionaries, and language learning apps.
- 6) Although leading a big EFL reading class might be difficult, it is possible to foster a supportive and fruitful learning atmosphere by using effective strategies and techniques. A teacher can set up the classroom's physical layout to promote interaction and reduce distractions while allowing for simple movement and visibility.
- 7) A teacher should carefully arrange activities and lessons to make the most of class time in order to overcome the challenge of limited class time. To keep students engaged, a teacher can divide longer lessons into shorter chunks and employ a number of teaching strategies. The completion of necessary material should be ensured by teachers by being aware of the time constraints for each activity and adjusting accordingly.
- 8) A teacher should never forget that managing a large EFL class requires adaptability, patience, and flexibility. A teacher must constantly evaluate his methods and adapt them as necessary to fit the individual needs of each of his students. The process of teaching reading is constant, and teachers must keep in mind that learning can take time. They ought to practice patience, cheer others on, and acknowledge even the smallest successes of their students.

VIII. CONCLUSION

To aid students in improving their reading comprehension skills, teaching EFL reading skills needs to be systematic and well-structured. When teaching English reading in the classroom, secondary level EFL teachers in Bangladesh face numerous difficulties. When instructing EFL students EFL reading, they can employ several strategies and techniques. The most crucial thing for them to keep in mind is to adjust their teaching strategy to suit the specific requirements and interest of their students. They must establish a welcoming and stimulating learning atmosphere that will develop their students' reading abilities and general language competency.

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