

# Reading Comprehension Strategies and Difficulties among Learners at Tertiary Level in Bangladesh

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## Abstract

Reading comprehension difficulties are a matter of concern for undergraduates at the tertiary level in Bangladesh. This paper seeks to determine the sorts of issues that undergraduates face while reading comprehension. Both primary and secondary data would be used for this research. The findings show that student performance on reading comprehension assessments in the classroom is moderately satisfactory. It is concerning that many students are unable to acquire this ability. Students' perceptions of their reading abilities are inadequate since many of them strain to communicate fluently. Additionally, they suffer to pass the reading exam since they don't routinely read newspapers to hone their reading abilities. Some have trouble trying to predict the meaning of a text, which is a negative reflection of their reading proficiency. Lastly, it also highlights a few techniques for enhancing the abilities. Teachers employ studying comprehension approaches as a guidance tool to help students become strategic readers. It will help students build the information, abilities, and procedures necessary to become strategic readers.

**Keywords:** Difficulties, Reading Comprehension, Reading Strategies.

## 1. Introduction

A fundamental and basic skill in language learning is reading (Chastain, 1988). Analyzing is however, a necessary skill for anyone who wants to be proficient in a language. Since reading is akin to resolving problems, the concept of strategic reading has gained attention in recent years. According to Oberholzer (2005), studying is the foundation of a profitable learning environment for faculty and for the duration of life. Reading proficiency is unquestionably crucial for academic success. Pupils with low analytical skills now encounter behavioral and social challenges in addition to challenges in the classroom. To elaborate, reading is an active way to establish the meanings of words. Reasonable readers are able to focus their attention, their interest, and their desires to obtain that knowledge. But there are a variety of reasons to study. However, the purpose of reading is to comprehend the text's significance. Therefore, analyzing can also be referred to as a questioning process. This approach, which is also referred to as prior or background knowledge, focuses on what the person may already know. Since reading is a prerequisite for higher education, it holds a crucial position among the four language competences in Bangladesh (Haque, 2006). Furthermore, learning English is considered a crucial skill that is desired in the modern world due to the era of globalization.

According to Stanovich (1986) and Jetton and Dole (2004), the achievement gap between beginning and advanced learners will widen without being addressed the difficulties properly. Hence, many students have lack of motivation and facing challenges in their



behavioral patterns. Apparently, they are finding it difficult to comprehend and react appropriately to the subtleties found in academic literature (Garcia & Godina, 2003; Tomlinson, 2004). Students learning English as a second language may consider reading as a disappointing and discouraging activity if appropriate accommodations are not made for their learning differences. Teachers of reading must therefore be cognizant of and sympathetic to their students' difficulties and offer opportunities for interactive instruction that promotes and maintains students' progress.

The outcome of this study demonstrate that proficient reading skills are essential for success in all educational contexts, from elementary school to graduate school. The capacity to understand the text, retain what was read, and assess the difficulty of individual words are all components of reading competency. According to Ulmer (2000), reading is a complex and participatory activity. The information sent by the written language, the reading situation, and the reader's past knowledge combine dynamically to create meaning. Reading is meaningless if you are unable to understand what you are reading. This suggests that your first objective when reading should understand. It's critical that kids comprehend the content they read in its entirety. Most of the time, individuals read in order to get knowledge.

Most individuals would agree that reading aloud and catching every word does not ensure comprehension. All theories of reading comprehension agree that in order to completely comprehend a book, readers should create an internal image of it. A restricted vocabulary may have a negative influence on students' ability to comprehend what they read. According to Brown (2004), the purpose of reading instruction should be to help learners become competent and proficient readers.

Learning to read is an important auxiliary ability for all language learners (Chastain, 1988). As a result, reading is an essential skill for anybody who wants to have a basic comprehension of any language. Reading is becoming more like problem solving, and as a result, academic research has focused on the notion of strategic reading. Since the late 1970s, experts in the field of teaching English as a Second Language (ESL) have known that there is a link between how students are taught to read and their ability to acquire a second language, whether it is English or another (V. Anderson & Roit, 1993; Block, 1986; Carrell, 1998; Fielding & Pearson, 1994; Jiménez et al., 1995; Palinscar & Brown, 1984; Paris et al., 1984).

Oberholzer (2005) describes reading as a fundamental skill for academic and personal success. Strong reading abilities are essential for academic achievement. Students who struggle with reading face issues both at school and in their home life. To elaborate, analysis is a live process that generates new definitions of words. When people set out to learn something new with a definite objective in mind, they are able to dedicate their complete attention to the job. However, there may be other motives for undertaking research. The main motive of analysis is to determine what the text implies.

Therefore, it is possible to classify studying as a mental exercise as well. This paves the way for the reader to make use of contextual or historical data. Among the four basic skills of language proficiency, reading plays a key role in Bangladeshi society because of its prevalence in the academic sphere (Haque, 2006). Furthermore, being able to analyze in English is viewed as crucial in the present world due to the prevalence of globalization. However, after passing the HSC, students in Bangladesh who enroll in a university-level Department of English may find it challenging to master all of the necessary topics in English. Some students have these challenges because they were not given enough opportunities to read and discuss great works of English literature when they were in elementary and secondary school. Even yet, many students have difficulty dealing with this issue, while others manage to do so.

This research focuses on examining the reading comprehension strategies and difficulties encountered by students at the tertiary level, with the aim of investigating the strategies they employ to address such obstacles within the Bangladeshi educational context. This study is guided by the following research questions: first, what are the predominant approaches through which students at the tertiary level overcome reading difficulties; second, what reading comprehension strategies have been identified as effective in enhancing reading proficiency; and third, what classroom-based tasks may be considered efficacious in supporting student development in this regard.

Given that reading constitutes one of the four fundamental skills required for effective communication in a target language, students acquiring English as a second language must attain an adequate level of proficiency in this domain (Alvermann & Eakle, 2003; N. J. Anderson & Cheng, 2004; Bernhardt, 2005, 2010). Students encounter a broad range of learning obstacles and challenges, including linguistic barriers, the pressures inherent in an increasingly competitive academic environment, and the necessity of conforming to progressively rigid social norms. For university students in particular, the social dimensions associated with reading and writing carry considerable significance, and these cumulative factors substantially influence the extent to which learners develop as proficient readers (Bernhardt, 2005; Koda, 2005; Nassaji, 2011).

The process of teaching and learning, which was once regarded as relatively straightforward, has grown considerably more complex. This complexity necessitates that educators adopt the learner's perspective and engage with the educational experience through the student's point of view (van Manen, 1991, 1994). As articulated by van Manen (2016), such an orientation constitutes the essence of pedagogical student observation. Accordingly, the educator bears the responsibility of determining whether students are acquiring the intended content through the effective deployment of pedagogical strategies.

Through sustained discourse and interaction with students, the teacher monitors their academic progress (van Manen, 2007) and endeavors to cultivate active and engaged readers. One viable approach to this end involves providing students with opportunities to engage with and derive meaning from a diverse range of texts, thereby enabling them to navigate the reading process in a purposeful manner. As emphasized by Duke et al. (2011); Guthrie (2004); and van Manen (2007), reading as a social practice plays an integral role in fostering the analytical engagement of students at the tertiary level.

Reading pedagogy in Bangladesh has undergone notable development in conjunction with the substantial growth of scholarly inquiry in this field. Reading proficiency is widely regarded as a tangible indicator of overall language competence; consequently, sustained research in this domain remains both necessary and imperative. It is therefore essential to investigate and systematically examine the reading difficulties encountered by advanced learners. The findings of this study aim to illuminate the specific challenges confronted by students in Bangladesh and to identify strategies through which such difficulties may be effectively addressed. Ultimately, this research may prove valuable to educators, learners, and policymakers in facilitating their respective roles and responsibilities. In this capacity, the study is intended to contribute meaningfully toward resolving existing challenges and to offer informed recommendations for the development of reading proficiency.

## 2. Literature Review

Reading comprehension is highly valued in today's information age, and students face increasing pressure to master more difficult texts as they progress through their academic careers (Magnusson et al., 2019). This idea is consistent with the theory advanced by Bobkina and Stefanova (2016), who argue that "reading comprehension" is the capacity to analyze a text and draw a variety of inferences about it, each of which can lead to a different conclusion. A survey conducted by Sultana (2016) endeavored to ascertain the learning techniques most frequently adopted by students. The results demonstrated a significant concordance amongst respondents on a diverse set of practices. Such practices encompassed the formation of mental narratives and the application of background knowledge, analysis of illustrative material, and the processes of condensing text and isolating salient points. Additionally, participants endorsed strategies of careful, deliberate reading, engaging in post-reading dialogues, utilizing dictionaries, highlighting critical passages, and undertaking a critical examination of the data encountered.

The research further established that self-questioning and attempted resolution of such queries constitute an occasional practice among the majority of students seeking to deepen their understanding. Regarding reading strategies, skimming and scanning emerged as predominantly utilized techniques, with most respondents indicating frequent application, while the remainder reported using them sporadically. Notably, the study also documented that upon encountering an English passage that proves difficult to comprehend, most students neither resort to translation into Bangla nor abandon the reading task altogether. Instead, a considerable segment of the student population routinely rereads the material when facing such comprehension challenges.

Reading comprehension, according to Vaseghi et al. (2012), is all about thinking, or meditating, as you read. In order to understand what you read, evaluate it, and make a judgment about whether or not to accept it, you must read with a questioning mind, which is what we mean by reading comprehension. Thus, the reading process is improved through dialogue between the text and the reader. Because of this, Graves et al. (2001) note that text comprehension requires the capacity to conceptualize meaning from the written word, to grasp the author's aim, to be cognizant of the text's topic, and to employ language to generate distinctive effects. Reading comprehension skills are what these talents boil down to. That's why it's crucial for educators to help students draw parallels between what they're reading and their everyday lives, as argued by Naiditch (2016).

Given these expectations, it may prove considerably challenging for students to develop into critical readers in the absence of explicit instruction from educators in reading comprehension techniques. It is therefore of paramount importance that students are provided with systematic and structured teaching in reading comprehension strategies. A strategy, by definition, refers to the deliberate employment of specific methods in pursuit of clearly defined objectives. Readers characteristically engage with a variety of methods and approaches in the course of processing written texts. These particular methods and techniques, applied purposefully during the act of reading, are collectively referred to as reading strategies.

Brantmeier (2002) characterized reading strategies as the approaches, procedures, and measures that serve to enhance readers' reading comprehension ability. Accordingly, reading strategy may be regarded as one of the fundamental components of cognitive psychology essential to the achievement of successful and comprehensive reading (Marashi & Rahmati, 2017; Zare, 2013). While certain scholars identify reading strategies as deliberate and exploratory activities undertaken by readers, others conceptualize them as consciously

selected techniques and methods that readers employ in pursuit of successful reading outcomes (Baker & Boonkit, 2004).

## 2.1. Reading

Reading proficiency extends beyond the mere decoding of lexical items; rather, it encompasses a sophisticated analytical capacity rooted in conceptual processing (Dechant, 1982). Ransom (1978) conceptualizes the act of reading as “a dialogue between the author and the reader.” In a complementary vein, Urquhart & Weir (2014) emphasize that reading constitutes the process of receiving and analyzing information conveyed through the linguistic medium of printed text.

### 2.1.1. Reading Comprehension

Reading comprehension is defined by Chair (2002) as “the technique of extracting and forming meaning through engagement with written language.” Richek (1996), as cited in Hartney (2011), contends that the fundamental objective of analysis is the assimilation of information. For proficient readers, the act of reading fundamentally concerns comprehension, intellectual engagement, and learning derived from the critical analysis of information (Hartney, 2011). Hartney further observes that many novice readers who encounter difficulties erroneously perceive reading as mere word identification, while others conceive of it solely as the oral recitation of sentences. Chair (2002) posits a tripartite model of comprehension, identifying the reader, the text, and the context as its essential constituent elements.

A reader must have the skill and knowledge in a great variety in to understand the meaning a text (Chair, 2002). The knowledge and skill included are critical thinking, analytic ability, visualization, dedication, enriched vocabulary, discourse knowledge and comprehension strategies. If a reader comprehends a large number of texts, it will increase the ability of using strategy. Comprehension extends beyond the mere extraction of meaning from a given text; it inherently involves the reader’s construction of diverse interpretations, a process that constitutes an integral component of understanding. In contemporary contexts, the definition of text has expanded to encompass electronic formats and digital document files. The relative simplicity or complexity of a text is contingent upon several factors, including the reader’s prior knowledge, cognitive capacity, and the nature of the reading activity. Furthermore, the reader’s existing knowledge base interacts dynamically with the textual context during the comprehension process.

### 2.1.2. Reading Strategy

Aarnoutse & Schellings (2003) define reading strategies as deliberate methods or procedures employed by readers to facilitate the adequate processing and comprehension of textual information. Expanding upon this, Oxford (1990) characterizes such strategies as actions designed to make learning more efficient, effective, and pleasurable. Harris et al. (2008) further underscore the importance of strategic reading by noting that expert readers utilize multiple strategies, in contrast to inexperienced readers who simply pronounce words sequentially.

### 2.1.3. Reading Difficulties

The present paper focuses on two particular modalities of reading: academic reading and silent reading. Reading constitutes a complex cognitive process encompassing eye movement, decoding, encoding, and the employment of linguistic awareness (Fisher, 1981). Given its inherent complexity, this process can engender difficulties among learners which, if left unaddressed, may adversely affect their reading proficiency. Proficient reading ability

constitutes a fundamental prerequisite for academic success, particularly for students acquiring English as a foreign language. Within the Bangladesh educational context, however, even undergraduate students encounter manifold difficulties when engaging with diverse reading materials, a phenomenon especially pronounced among those from Bangla-medium institutions. In contrast to preceding educational levels, the tertiary stage demands that students engage with substantially more materials independently; paradoxically, this heightened requirement coincides with the prevalence of various reading-related challenges.

## **2.2. Conceptual & Theoretical Framework**

According to Johnson (2008), reading constitutes one of the four fundamental English language skills, demanding heightened concentration from the learner to achieve meaningful engagement with the text. These linguistic competencies do not operate in isolation; rather, they function interdependently to facilitate the development of each other across speaking, writing, listening, and reading. Speaking and writing are categorized as productive processes involving the transmission of information, whereas listening and reading are designated as receptive processes concerned with information intake. Hasibuan & Ansyari (2007) conceptualize reading as a purposive activity through which individuals may acquire novel information, corroborate existing knowledge, or evaluate an author's perspective. Fundamentally, reading constitutes a process aimed at deriving comprehension from the text under consideration. The acquisition of information and understanding subsequent to reading a text is properly termed reading comprehension.

### **2.2.1. Concept of Reading Comprehension**

Klingner et al. (2015) conceptualize reading comprehension as a multi-component and highly intricate process characterized by numerous interactions between readers and text. These interactions encompass reader-based variables such as prior knowledge and strategy utilization, alongside text-based variables including interest in the material and familiarity with text types. They further assert, drawing upon Pang et al. (2003), that comprehension constitutes the technique of deriving meaning from connected text. The active engagement of the reader in constructing meaning renders reading comprehension inextricable from the act of reading itself.

### **2.2.2. Kinds of Reading Comprehension Skills**

Sarwono & Purwanto (2013) state that there are numerous methods for reading comprehension, some of which are:

- 1) Scanning refers to a technique whereby the reader examines a text with the specific purpose of locating particular pieces of information as required. This strategy is commonly employed when engaging with materials such as telephone directories, meeting agendas, schedules, and analogous documents in which the reader seeks to identify precise details.
- 2) Skimming, by contrast, involves reading a text rapidly while disregarding information deemed non-essential. This strategy is employed to extract the most significant information or to identify the central idea of a given text in an efficient and expeditious manner.
- 3) Intensive reading is applied to relatively shorter texts with the aim of extracting specific information, and it necessitates a high degree of precision and close attention to textual detail. This approach enables the reader to identify and capture the key elements pertinent to a particular subject or situation.

- 4) Extensive reading, on the other hand, is employed to develop a comprehensive and well-grounded understanding of a given subject matter. This strategy encompasses the reading of lengthier texts undertaken both for leisure and for professional or academic purposes. Furthermore, extensive reading is utilized to enhance general comprehension capabilities and to support the refinement of established knowledge frameworks and operational understanding.

### 2.2.3. Purpose of Reading Comprehension

V. Anderson (1992) identifies seven distinct modes of reading: reading for elaborations and facts; reading to determine the subject matter; reading for important points and facts; reading for fundamental ideas; reading for the order of organization; reading for inference; and reading to evaluate and compare, including reading in preparation for assessment purposes.

### 2.2.4. Level of Reading Comprehension

According to Astutik (2013), reading comprehension requires mastery of four levels: literal reading, interpretive reading, critical reading, and creative reading. The following could be used to describe each of these abilities:

- 1) Literal reading refers to the skill of determining the primary and direct meaning of words, ideas, or sentences within the context of literary comprehension. This foundational level of reading is grounded in the identification of main ideas, supporting details, causal relationships, and sequential organization, whereby a thorough understanding of vocabulary and sentence structure is considered essential.
- 2) Interpretive reading operates at a level that demands considerably higher order thinking ability, as the questions associated with this category are addressed through answers that are suggested or implied rather than explicitly stated within the text. This mode of reading involves the capacity to read between the lines and to draw reasoned conclusions from textual evidence.
- 3) Creative reading involves the generation of new and alternative responses by the reader as a means of producing original ideas. This approach requires the reader to engage their imagination actively and to venture beyond the content and framework provided by the author, thereby extending the boundaries of the text itself.
- 4) Critical reading entails the comparative analysis of elements present in a given material, including content, style, expression, data, and the values or perspectives of the author. This mode of reading encompasses the systematic analysis of written material, the evaluation of ideas identified within the text, and the formation of informed conclusions regarding the accuracy, appropriateness, and relevance of the content presented.

## 3. Methods

### 3.1. Design of the Study

The present research, grounded in a quantitative paradigm, focuses on English language acquisition at the tertiary level within the Bangladeshi context. Its central purpose is to ascertain the reading comprehension strategies utilized by, and the challenges faced by, learners at this educational stage. The study sample consisted of one hundred undergraduate students enrolled at Comilla University. A questionnaire survey, comprising largely close-ended questions, was developed and administered to the participants as the primary data collection instrument.

### 3.2. Sampling

This research drew its data from Comilla University in Cumilla, with one hundred undergraduate students constituting the participant pool. The sample exhibited a gender distribution of fifty-five males and forty-five females. Given the constraints imposed by limited time availability, data were collected by means of a questionnaire administered to students through the Google Forms platform. The responses obtained reflect a high degree of care and conscientiousness on the part of all participants.

### 3.3. Research Instruments

Data were gathered using a questionnaire as the primary research instrument, administered to the student cohort. The purpose of this instrument was to investigate the practical application of reading comprehension strategies among students, as well as to identify the challenges they face in their English language learning. Preparation of the questionnaire was facilitated through consultation with the research supervisor.

### 3.4. Survey

The survey was conducted by approaching respondents via Google Forms, implementing a questionnaire-based methodology for student data collection. As a research instrument, the questionnaire method affords considerable advantages, not least because the resulting data are amenable to quantitative analysis. The format enabled respondents to complete the instrument expeditiously, while permitting the researcher to analyze responses and derive conclusions with relative ease.

### 3.5. Data Analysis

Both primary and secondary data would be used for this research. Primary sources of data of this study collected from the respondents. And the secondary data collected from books, journals, and articles. Microsoft Excel was used to analyze the data after it was collected. A three-point Likert scale was used to collect data for this study, and the response categories were Yes (1), No (2), and Maybe (3).

## 4. Results and Discussion

### 4.1. Research Results

The results of the questionnaire are presented in this section. The first section displays data in a table. The findings discuss topically in the second section. In this study, 100 students have been selected for collecting data.

**Table 1. Reading Difficulties among Tertiary-Level Students: Views of the Students**

Questions	Yes	No	Maybe
Do you find it challenging to complete reading comprehension assignments in class?	60%	30%	10%
Are you able to read fluently?	50%	40%	10%
Do you find the reading comprehension task enjoyable?	40%	40%	20%
Does your teacher assist you in making reading easier?	50%	30%	20%
Can you comprehend what the teacher teaches in the classroom?	30%	40%	30%
Can you read like a native speaker?	40%	50%	10%
Do you believe that being able to read well can help you become a fluent speaker?	50%	40%	10%

Questions	Yes	No	Maybe
Do you believe that having reading skills is necessary to avail a good job?	70%	20%	10%
Do you believe that reading proficiency contributes to a high IELTS score?	70%	25%	5%
Do you believe that reading proficiency is crucial for ESL students?	75%	5%	20%
Do you believe that ESL students should have greater emphasis on reading skills?	90%	5%	5%
Are you able to comprehend classroom reading?	65%	25%	10%
Do you have trouble passing the reading test?	50%	20%	30%
Do you believe that L1 and L2 learners differ from one another?	60%	30%	10%
Can you conduct a critical analysis of a text after reading it?	35%	30%	35%
Do you believe that reading contributes to a gradual increase in vocabulary?	65%	25%	10%
Do you believe that prior knowledge is useful when reading?	70%	30%	0%
Do you acquire adequate insights regarding the topic after perusing it?	30%	60%	10%
Can you comprehend the passages presented in your English textbooks?	40%	40%	20%
Do you regularly read newspapers to improve your reading skills?	30%	65%	5%

Source: Author's Computation (2025)

The findings pertaining to the first three questions reveal notable patterns regarding students' general experiences with reading comprehension. With respect to the first question, 60% of students encounter difficulties with reading comprehension tasks in the classroom, while 30% report no such difficulties, and the remaining 10% express indifference. The results pertaining to the second question indicate that 50% of students are capable of reading a text fluently, whereas 40% are not, and 10% remain uncertain of their ability in this regard. Regarding the third question, in which students were asked whether they enjoy reading comprehension tasks, 40% responded affirmatively, 40% responded negatively, and 20% expressed a neutral position.

The findings derived from questions four through six shed light on students' perceptions of classroom instruction and their self-assessed reading abilities. Specifically, 50% of students believe their teacher assists in making reading more accessible, 30% disagree with this assertion, and 20% maintain a neutral stance. With reference to the fifth question, 30% of students report that they comprehend the content delivered by their teacher in the classroom, 40% indicate that they do not, and the remaining 30% are uncertain. The results of the sixth question further indicate that 40% of students consider themselves capable of reading a text in a manner comparable to that of a native speaker, while 50% do not share this perception, and 10% remain uncertain of their ability in this respect.

Questions seven through nine address students' beliefs regarding the broader practical value of reading skills. The findings reveal that 50% of students believe reading skills are instrumental in developing fluency as a speaker, 40% do not hold this view, and 10% are unsure. In response to the eighth question, 80% of students express the belief that reading skills are necessary for securing satisfactory employment, whereas 20% disagree or remain uncertain. With respect to the ninth question, 70% of students believe that reading skills contribute to the achievement of high IELTS scores, 25% do not concur, and 5% are uncertain.

The results derived from questions ten through thirteen reflect students' attitudes toward the significance of reading proficiency in the context of ESL learning and academic assessment. Specifically, 70% of students regard reading proficiency as crucial for ESL learners, 20% disagree, and an additional 20% are unsure. The findings derived from the eleventh question further reveal that 90% of students believe that greater emphasis should be placed on reading skills for ESL learners, while 5% disagree and 5% remain uncertain. With reference to the twelfth question, it was found that 65% of students comprehend the material they read in the classroom, 25% do not, and 10% are unsure. The results of the thirteenth question indicate that 50% of students find it difficult to perform satisfactorily in reading assessments, 20% do not encounter such difficulty, and 30% are uncertain.

The findings pertaining to questions fourteen through seventeen examine students' cognitive engagement with texts and their perceptions of factors that influence reading comprehension. It was found that 60% of students perceive notable differences between L1 and L2 learners, 30% do not share this perception, and 10% are unsure. With respect to the fifteenth question, 35% of students are able to draw conclusions from a given text, 30% are not, and the remaining 35% are uncertain of their ability to do so. The results pertaining to the sixteenth question further indicate that 65% of students believe that reading progressively enhances vocabulary, 25% disagree, and 10% are unsure. Regarding the seventeenth question, 70% of students consider prior knowledge to be beneficial to the reading process, while 30% disagree, and none of the respondents expressed uncertainty.

The final three questions address students' comprehension outcomes and independent reading habits. The findings of the eighteenth question reveal that 30% of students report having developed sufficient understanding of a subject following a reading, 60% do not share this experience, and 10% are uncertain. With reference to the nineteenth question, 40% of students indicate that they are able to comprehend the passages presented in English textbooks, 40% report that they are not, and 20% remain uncertain. Finally, the results of the twentieth question indicate that 30% of students regularly engage with newspapers as a means of improving their reading skills, 65% do not adopt this practice, and 5% are uncertain.

## 4.2. Discussion

Reading is the crucial receptive skill in language learning. But in Bangladesh number is not so high in comparison to the developed countries. Most of the students agreed that they use different types of strategies to learn English. They are the frequent users of dictionary. According to the study, a large number of students, although having a Bangla medium background, enjoy reading English texts on a regular basis, and the percentage of students who usually enjoy reading English texts is satisfactory. Suchona and Urmy (2019) conducted research with the undergraduate students who are just admitted to the English Department. However, this research exhibits the difficulties of the reading comprehension faced by the undergraduate students. Moreover, they focused more on strategy used by the students in the classroom.

In contrary, a variety of aspects have been examined in this research to analyze the reading difficulties and its effects in a broader sense. But, the finding of this research is different from them because it is found that reading fluency is hindered as their perception of reading is insufficient. In comparison, their research found that the reason of reading difficulty is at lexical, grammatical and syntactical level such as understanding the big words, forgetting vocabulary. This might be interpreted as a positive indicator since, given that a majority of the students express an interest in reading English books, they are undoubtedly aware of the problems they have encountered and the many tactics they have used to overcome those

challenges. It is depressing that students are not interested in reading and using English newspapers, periodicals, and online journals in addition to their academic textbooks.

## 5. Conclusion

Reading is widely regarded as a fundamental skill indispensable to the demands of daily life. The objective of this study was to examine a variety of analytical challenges encountered by Bangladeshi learners pursuing advanced degrees and to ascertain the strategies they employ in order to overcome these difficulties. The prevailing approaches to reading instruction present considerable challenges and are no longer sufficient to meet the diverse needs of all students. This study has endeavored to develop a comprehensive understanding of those challenges and the tactics that learners adopt in response to them. It should be noted, however, that not every learner possesses the same level of proficiency in the reading process. This study employs quantitative methods for the purposes of data collection. It is essential to acknowledge that reading constitutes a necessary competency for language acquisition and is assessed in internationally recognized proficiency examinations such as the GRE, TOEFL, IELTS, and others. Accordingly, regardless of the time required, undergraduate students must commit to the continuous improvement of their reading abilities.

The findings show that student performance on reading comprehension assessments in the classroom is moderately satisfactory. It is concerning that many students are unable to acquire this ability. Students' perceptions of their reading abilities are inadequate since many of them strain to communicate fluently. Additionally, they suffer to pass the reading exam since they don't routinely read newspapers to hone their reading abilities. Some have trouble trying to predict the meaning of a text, which is a negative reflection of their reading proficiency. In light of the findings, the researcher puts forward the following recommendations. A placement test may be organized by the university administration in order to assess and determine the varying levels of student proficiency. Instructors should adopt appropriately selected materials to facilitate comprehension and render tasks more accessible to learners. Students should be actively engaged in the classroom through a diverse range of instructional activities. Assignments and examinations should be designed in alignment with the established course outline and intended learning outcomes. Furthermore, teachers may incorporate Bangla vocabulary within the reading classroom exclusively in instances where particular words or phrases are entirely unfamiliar to the learners.

It is the researcher's expectation that the realization of these recommendations may contribute to the creation of a learner-centered classroom environment in which students are afforded meaningful and substantial benefits. The researcher additionally proposes that further investigation into reading-related challenges be undertaken. In this regard, it is worth noting that the present study has been confined exclusively to the tertiary level of education. Future researchers may broaden the scope of inquiry by examining learners' reading competencies at the primary and secondary levels, thereby contributing to a more comprehensive understanding of reading proficiency across the full spectrum of education in Bangladesh.

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