

## Teaching Academic Reading in English to the Under-Graduate Students at a Government College of Bangladesh: Challenges and Solutions

<sup>1</sup>Sree Bidhan Chakraborty

<sup>2</sup>Dr. Md. Didar Chowdhury

<sup>1,2</sup>Govt. Teachers' Training College, Sylhet, Bangladesh

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**Abstract:** Reading is one of the four skills through which learners acquire knowledge in English in all the levels of education. Importance of acquiring reading ability at universities and colleges providing university degree becomes an unavoidable issue. As a result, teaching academic reading (TAR) in English is one of the prior concerns at tertiary level. This study, mainly based on qualitative method, comprises the importance of teaching academic reading in English and the hindrance that are not letting students having tuition on academic reading in English at the investigated government college of Bangladesh. Meanwhile, this current study, based on theoretical analysis, came to a concluding assertion that teaching academic reading to the undergraduate students is the vital part for building a language aware generation who can compete in the global context.

**Key Words:** Teaching, Academic, Reading, English, Under-graduate

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### I. Introduction

Language is the medium through which a person can express his or her notions and feelings. However, nowadays, this meaning is extended with the personal, social, and global need. Relying solely on one's mother tongue can barely serve this purpose -hence arises the importance of learning useful foreign languages. Needless to say, English is the most necessary language in the present world. English language has new dimensions and the global need of learning English is significantly higher than any other times (Tarnopolsky, 2016). Meanwhile, reading is one of the four skills through which learners acquire knowledge in English in all the levels of education. Students' ability of content knowledge mostly depends on their reading ability (Thomson, et.al, 2018& Talley, 2017). However, as higher education determines the success of the societies of the developing countries (Monem and Baniamin,2010), importance of acquiring reading ability at universities and colleges providing university degree becomes an unavoidable issue. Besides, extensive reading is one of the basic factors for a quality university study. Academic attainment and reading habit are mutually related (Parsania and Padia, 2018). Ability to read academic English enhances students' chances globally. Academic English reading proficiency is a must in non-native English environment to attain academic excellence (Stoffelsma and Spooren, 2018). As a result, Teaching Academic Reading (TAR) in English is one of the prior concerns at tertiary level. The investigated Government Teachers' Training College (Govt. TTC), under National University of Bangladesh provides undergraduate programme in Education where students are not taught reading in English extensively. They are bizarrely weak in academic reading in English, theoretically at the elementary level. Reading academic books, journals, even newsletter seem extremely resilient to the pupils. The pattern of reading in English at secondary and higher secondary level is alike where students are not challenged with standard reading in English. As a result, when they get enrolled at the tertiary level and face higher order English, they find it very complex to adapt with the learning environment. The fear of the students can be resolved by focusing more on academic reading in English and providing long term teaching in English. But both academic and administrative barriers are not letting the students to improve their academic reading in English. The key issues that make the situation worst are the teaching approach of the teachers and teaching hours allotted by the administration. This study, mainly based on qualitative method, comprises the importance of teaching academic reading in English and the hindrance that are not letting students having tuition on academic reading in English at the examined Govt. TTC, in wider aspect of Bangladesh. However, this paper also encompasses some solutions and recommendations that can improve the current situation of teaching academic reading in English. This is expected that the implementation of the proclaimed recommendations would change the standard of teaching academic reading in English and thus the excellence of the fellow pupils in the respective field.

### 1.1 Objectives of the Study

This current study focused on the following objectives:

**Objective One:** To identify the importance of teaching academic reading in English.

**Objective Two:** To distinguish the necessity of teaching academic reading in English for the undergraduate students of the investigated Govt. TTC.

### 1.2 Research Questions

This study tried to explore the following research questions (RQ):

**RQ One:** To what extent is teaching academic reading in English is important?

**RQ Two:** Why is teaching academic reading in English important for the undergraduate students of the investigated institution?

### 1.3 Methodology

This current investigation is a qualitative reflective study that comprises with the analysis of the current significant literatures on the same theme and the information on the practiced academic reading mood of the investigated government college thus has come to a rationalised reflection why teaching academic reading is a key issue in the investigated college's context.

## II. Context and Current Practice

### 2.1 Language Applied for Academic Teaching at the Investigated Govt. TTC

The investigated Govt. TTC, Bangladesh runs four years under-graduate programme and one-year graduate programme in Education under National University of Bangladesh. Students who are studying Bachelor (Hons.) in Education programme become graduate after four years study completing 152 credit hours that includes intensive academic study and practical teaching. This is expected by the prescribed university curriculum that these pupils would join the job market related to teaching, teaching-training in future and be encouraged in research work on education to make a sustainable and effective education system by 2030. Needless to say, the learners' aptitude of reading in English is one of the crucial issues to avail the expected hypothesis in the curriculum.

Bangladesh is one of the emerging countries of the world in current global context. The country is focusing more on research based higher education to meet her Sustainable Development Goals (SDGs). But students rarely find authentic research work written in their mother tongue(L1) thus become reluctant to go for research works. As a result teaching academic reading in English becomes the burning question at the investigated college's perspective. Students, excluding those who are majoring in English, have only eight (8) credit hours of teaching, each credit hour is equivalent to ten (10) hours of teaching, in English in their total bachelor programme. Again, the syllabus that is followed for teaching eight credit hours in English, divided into two semesters, only focuses on teaching grammar and reading skill with two simple and backdated texts. The weird factor is that teachers have to follow the same syllabus in two semesters. So, basically the students are having teaching for four credit hours. On the other hand, the subjects, apart from English- Compulsory and English Language Teaching (ELT) courses, do not contain available texts or references in English. So the students do not need to be taught in English by the tutors. In addition, during the examination students are allowed and expected, though the curriculum permit both Bangla (L1) and English(L2) as a medium of academic writing, to write in Bangla. For this, teachers teaching Political Science, Economics, Education, Information Technology, Bangla, Physics, Mathematics do not feel the intensity to teach academic text in English. To add with, the prescribed syllabus, by the university, of these subjects do not create any necessity for the teachers to go for referencing from the current global context. Therefore, only English teachers are the responsible fellow who apply English. Teaching grammar and retrospective texts cannot fulfil the need of teaching academic reading even at intermediate level.

### 2.2 Language Policy in Bangladesh

The language policy for Bangladesh is imprecise and unplanned and has always been constant and continuous (Rahman & Pandian, 2018a, 2018b). Therefore, there's an established difference between a policy and language practice in Bangladesh. The importance of English and language proficiency for its people in Bangladesh is especially marked by the lately followed education policies. As well as the policy, the modification of a curriculum focusing Communicative Language Teaching (CLT) also established in somewhere near nineties replacing the long-practiced Grammar Translation Methodology(GTM) in teaching English, at first in school level afterwards in all the levels of education (Rahman & Pandian, 2018a, 2018b). From the report of Bangladesh Education Commission in 1974 to the latest Education Policy of 2010, English teaching has always been patronized and emphasized by Bangladesh Governments. To all the commissions and committees that were liable to form Education Policy and Report on education system of Bangladesh; for instance, 1974 Bangladesh Education commission, 1976 English Teaching Taskforce Commission, 1988

Bangladesh National Curriculum Committee, 2000 National Education Policy, 2003 National Education Commission, and 2010 National Education Policy, English has got the status of a foreign language and thus been advised to be taught in all the levels of education though the induction point varied among commissions (Chowdhury & Kabir, 2014 and Rahman & Pandian, 2018a, 2018b). In addition, in all the Education Policies of Bangladesh (Chowdhury & Kabir, 2014) English language is honoured to be a compulsory subject in secondary and higher secondary level. Chowdhury & Kabir (2014) and Rahman and Pandian (2018a, 2018b) also added that the very recent Education Policy of 2010 declared the importance of English teaching in the university level and thus advised to apply English (L2) along with Bangla (L1) as a medium of instruction.

However, the policies and curriculum do not always get explored by the subject teachers who are the key elements for the students' development in acquiring a language. As obtaining academic reading in English in English as A Foreign Language (EFL) context is always a challenge, policies and curriculum for the tertiary level need to be emphasized and practiced in the institutions.

### 2.3 Prescribed, Practised Mode of Teaching Academic Reading at the Studied College

The investigated Govt. TTC, under National University of Bangladesh, is obligatory to run academic curriculum for BED (Hons), designed and prescribed by the university. As a result, teaching mode applied by the teachers at the investigated Govt. TTC is similar to the advised mode by the university (Table-1). Meanwhile, most of the faculty members are very much reluctant about engaging students on writing assignments and doing projects that require intensive reading as they are not the part of the central evaluation structure designed by the university. Again, apart from English compulsory, in all the other subjects, teachers apply reading in Bangla as the reference texts are mostly available in Bangla (Appendix 2-Summary of Books (Seminar) at Govt. TTC) in the college library and seminar. In addition, both the internal and external examinations mode, excluding English Compulsory and English Language Teaching, is Bangla (Table-1). Therefore, educators at the investigated Govt. TTC prefer Bangla(L1) to English (L2) when they implicate reading activities among students. The total academic policy (Table-1) by National University and the local administrative reluctance in making any change, thus, lead the teachers to imply different reading activities in Bangla (L1).

**Table-1:** Language Mode of Undergraduate Programme at Govt. TTC, Bangladesh (Appendix-1, B.ED (Hons.) Syllabus of National University, Bangladesh)

Subject	Prescribed Mode of Language Reading	Applied of Mode of Language Reading	Credit Hours	Exam Mode
Bangla	Bangla	Bangla	8 ( For all)/16 for those who take Bangla as major	Bangla
English	English	English	8 (For all)/16 for those who take as major.	English
Education	Bangla/ English	Bangla	68	Bangla
Economics	Bangla/English	Bangla	16 ( As Major)	Bangla
Political Science	Bangla/ English	Bangla	8 (For All)/ 16 For those who take as major.	Bangla
Physics	Bangla/ English	Bangla	16 (As Major)	Bangla
Mathematics	Bangla/ English	Bangla	16 (As Major)	Bangla
Information Technology	Bangla/English	Bangla	16 (As Major)	Bangla

### 2.4 Teachers' Approach towards Teaching Academic Reading in English

Bangladesh is emerging very fast and quality education with English Language competence is her number four goal in achieving Sustainable Development Goals (SDGs). The major component for availing this SDG is definitely the teachers who can ensure quality education by creating successful and target oriented classroom. However, Govt. TTC, Sylhet, Bangladesh, since her establishment, always struggle to have good number of teachers (Appendix 3.1- Number of Teachers at Govt. TTC, Sylhet) based on her need, theoretically that is the common problem in most of the colleges that are providing courses under National University of Bangladesh. Meanwhile, most of the teachers apply Bangla while conducting their classes as the students struggle to cope up with English. But the matter to concern is the approach that are applied in classes. Apart from a very few teachers, most of them are reluctant to provide project or assignment that lead an extensive reading in English. The cliché is most of the teachers cannot come out from the exam-oriented classroom that do not require extensive reading in English, not even in Bangla, except memorizing the previous years' questions. Teachers' appropriate involvement can drag the students towards extensive and in-depth reading (Nahiyani,2018). According to most of the teachers they are not provided enough time by the university

(National University) to apply extensive analytical reading for the students. They also feel that teaching reading in English is the function of English teachers.

### **III. Critical Reflection**

#### **3.1 Importance of Teaching Reading in Academic Environment**

Language is learned to express and share our feelings and thoughts. As a result, learning language is the procedure that is the first priority for every human being since his or her infant age. In the long process of our life cycle, we obtain language from different perspectives that include social, academic, professional and specific need. There are four skills of acquiring any language, listening, reading, writing, and speaking. No doubt, listening and speaking are the two most important skills in social perspective. When we learn language for any professional need we focus on writing and speaking mostly. Acquisition of reading skill gets the least priority. But when we talk about academic excellence and superiority, attaining reading skill always supersedes the rest. It is a universal fact that the most essential element of availing a language is its vocabularies and reading is the best medium to attain that vocabularies (Choo, et. al, 2017). And when we talk about tertiary education in universities and colleges, teaching reading turns out highly important. Students are unable to acquire educational excellence in the tertiary level without satisfactory points of reading ability (Boakye, 2017). Again, Scott and Saaiman (2016) state that reading is an obligatory skill and is fundamentally unified with educational success. Learning a discipline means getting familiar to the subject and thinking based on the prerequisite ideas on that subject and this is impossible without being a good academic reader (Hermida, 2009). The students of the tertiary level confront different types of challenges including academic, professional, and political. College students and university students need to avail academic reading ability for enhancing their sense of critique (Zin, Eng, & Rafik-Galea, 2014). As a result, they need to establish a high standard of logical background that can lead them to attain leadership and formulate the socio-economic condition of their existing society. No doubt, reading, no matter what types of aid they use, is the best way to explore the globe as the tertiary students need to think globally. But reading is not natural rather a learned process and as a result demands more sophistication during the learning period of any language needless to say in the tertiary level of education (Grabe, 2014). Therefore, teaching reading is very crucial in university education as teaching extensive reading can be a solution to mitigate the pressure (Miller, 2014). University teachers, unlike the schools teachers, never love to be on a particular context and love to provide references. Any inverse can lead the learners feel less interested in reading and gathering the latest information. Moreover, every human being loves to continue the habit they exercise during their university life for the rest of their life. Educators who have high range of vocabularies always love to promote reading among students and it most of the cases bring better academic result (Whitten, et. al, 2016). Meanwhile teachers teaching in university level need to be very pragmatic and innovative otherwise they can never drag their students towards reading. Inventive and practical teachers can change the habit of reading at the tertiary level students (Achow & Larson, 2014). According to De Castell (1981, p-8) "A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his/her group of community." Functional literacy both in mother language(L1) and second language (L2) situation can be acquired through a structured academic reading programme in the tertiary level (Savas,2009)

#### **3.2 Importance of Teaching Academic Reading in English at University Level**

Education is becoming more international, multilingual and multicultural (Savas, 2009). More students are spending more time learning through another language: reading a textbook, a newspaper or a journal in another language; having some or their entire curriculum taught in another language; accessing foreign language material on the Internet; or communicating in a foreign language with native speakers in other parts of the world (Mohan & Van Naerssen, 1997). Impelled by the trend toward economic globalization, English has become a widely disseminated and ubiquitous international language. English becomes an international language as this is the only medium to pursue economic, academic, professional, and technological knowledge. This is the language that plays the main role in making this world a global village. The increasing demand of English language for meaningful communication produce immense need for quality English language education and it becomes important for the people to equip their children with good knowledge of English (Richards, 2006). Thus teaching English, more specifically teaching reading in English, is very much needed to make our pupils a global leader. Reading acquisition is still an unexplored territory in second language studies, no doubt in English as a Second Language (ESL) study (Allen, 2016). The government of Bangladesh has already declared DELTA plan for 2100 which is subject to having globally competent manpower. No doubt the students of the tertiary level are those group of people who in future lead the administrative, economical, and research sectors of the country. As a result, unless our tertiary level students are competent in reading in English, they cannot access the global treasure for the country and provide a sustainable society. Meanwhile, English is taught as a second language (ESL) and as a foreign language (EFL). English is also taught for academic purpose (EAP), specific

purpose (ESP). The significant factor is that among all types of users of English, for example English as a mother language (L1), as a second language (L2), and as a global language (L3), the number of global English users is increasing noticeably. China, for example, once upon a time was very rigid on ESL. But now due to her research and political issues, come up with the strategy of patronizing English teaching for both specific and academic purpose. So, focusing EAP is the crying need and teaching reading for EAP in the tertiary level is the ultimate action that can make our learners competent.

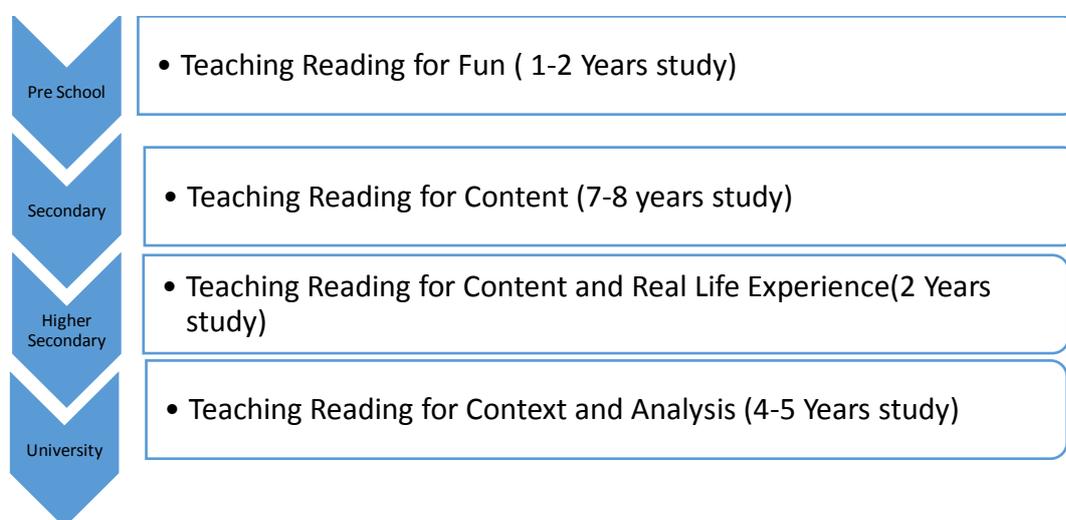
An EAP programme based on reading provides learners the needed literacy level as they come to get the comprehensible input by accessing all the necessary materials of learning (Ellis, 1995 and Krashen, 1988). Teaching academic reading in English is very fruitful in L2 context as the learners come to know many vocabularies based on the context and become confident like L1 (Savas, 2009). Reading ability in the tertiary level does not only mean the decoding of the words in the written text to avail good score but also it creates a link between the readers' existing knowledge and the achieved information and thus provides a valid chance to create a new analytical synthesis on the required learning (Hallekjaer, 2009).

Besides, teaching English in the tertiary level in EFL context is always challenging and extensive reading sessions in English can resolve the stress for both the teachers and the students. Contextualized language learning is very crucial in English as a Foreign Language (EFL) environment and academic reading can resolve this problem in much extent (Moeller & Catalano, 2015). Unlike the secondary and higher secondary EFL teachers, university teachers are unable to compromise with the social context of the language as the application of any language merely change in the tertiary level. EFL learning-teaching between pre-tertiary education and while- tertiary education differentiates only because of reading advanced academic texts (Musa, et. al, 2012). In addition, students doing higher study in EFL context feel the importance of academic reading as they have to explore many informative references and needed materials (Wahyono & Puspitasari, 2016). As a result, new techniques can bring positive solution. Group teaching can be useful in teaching academic reading in EFL context (Wu, 2011)

### 3.3 Teaching Approach towards Academic Reading

Reading skill associates and develops all the other skills of language learning (Horwitz, 2008; Krashen, 2007; Nation, 2008; Singhal, 2001). Teaching approach differs based on the level of the study. When students are taught in the secondary schools and higher secondary colleges, all the subject teachers follow activity-based tasks where students are expected to get familiar with the real-life problems. In most cases students are taught in their L1 form as the primary target is to let the learners feel confident and thus participate in the class hereafter. But when these pupils enter the universities, they face problem in analysis-based tasks where they are expected to go for further thoughts applying the formal language procedures. As in most cases, the references and materials are in English, students do not matter whether they write L1 format or not, they have to read in L2 atmosphere. As a fact, teaching approach is required to be updated and problem-analysis based focusing English language in general. The following figure can show the differentiation of teaching reading in different level.

Figure-1



Title: Purpose of Teaching Reading in Different Academic Level

Teachers in pre-schools read stories aloud to create fun and interest among children. When these students come to the formal schooling at secondary level, they are taught to read for comprehending a content to solve some basic questions based on what, which, where, why. Later when these learners enter high schools

(Intermediate in Bangladesh), they are taught to read to understand a content and apply in real life. Again, when these learners get enrolled to a university, they are supposed to be taught reading for context build up and analyzing a problem based task. Meanwhile there are several types of reading, for example reading aloud, silent reading, shared reading, scanning, skimming, and time bound reading. Now this is the teachers' decisions which reading approach they like to apply in their reading sessions. However, aloud reading is very effective in pre-school stage and shared and time bound reading are effective during the secondary academic reading. Meanwhile teachers of the higher secondary level generally love to apply scanning, or, shared, or time bound reading in their class whereas university teachers usually apply silent and skimming reading technique. Many university teachers also like to put on emphasis on scan reading. Students of the tertiary level like to participate in all types of reading style depending on their need (Albiladi, 2019).

Teachers have many parts to play in helping learners reading effectively. Teaching technique, style, concept, different instruction for different learners, systematic and clear instruction, assuring task application and measuring students on activities are the prior issues a teacher can apply in teaching (Denton,2016). Besides, university teachers, now a days, do not like to move beyond their lecture notes and slides. Teachers in the tertiary level need to create thirst of exploration and thus let their pupils access the seminars and library more frequently. Faculties need to avoid providing notes on lecture and guiding the students to explore the library so that they can learn by themselves through extensive reading (Acheaw & Larson, 2014). Students like to take the challenges of academic reading in EFL context and this is therefore the teachers' and the administration's part to create a valid environment for reading academic texts in English. Most of the undergraduate students tend to be bilingual and very specifically want to learn English and therefore administration needs to create a possible environment of learning academic English (Shah, et. al, 2013)

### 3.4 Concepts of Teaching L2 for Academic Purpose

A language that is learned apart from one's mother language for different purposes is called second language (Crystal, 1997, p-256). Teaching academic reading in English is very different from the native context (L1) to foreign language context (L2). Students in L1 context have prerequisite learning from family, society, and their previous academic institutions. But in L2 context students do not have any chance to acquire knowledge in English apart from their educational institution. As a result, the learners solely rely on the materials they receive during their academic study. Meanwhile, academic language is more difficult than social language and demands emphasis on reading ability (Oxford, 1993). Teaching reading skill in L2 condition thus is very crucial as students get to know the needed foreign language that can be applied in their everyday life and globalized life. Now dividing the total education into three phases, students get to familiar to everyday English in their Secondary and Higher Secondary level which mostly focus on communicative English. On the contrary, in Higher Education, English is taught in more detail so that learners can compete in the global village regarding policy making, economic development, bureaucratic collaboration, international politics, research and analysis. All these require extensive reading even in L2 circumstances. Basically, expected reading quality in tertiary level is almost same both in L1 and L2 condition. So teachers teaching English or any other subject need to be very conscious on the issue and provide lectures that can develop the learners' reading command in English. Almost all the students studying in the tertiary level in English in L2 condition face the problems of extensive reading (Choi, 2006; Kuo, 2011; Phakiti & Li, 2011; Mahfoodh, 2014). Alderson (1984, p-15) summed up the issue as follows: "We do not, and indeed find it difficult to, draw a clear distinction between first and foreign language reading—in fact, it is not clear to what extent reading in a foreign language is different from reading in a first language". As a result, teachers in the tertiary level must focus on reading in English because reading in L2 condition can resolve the fear of challenging the global competence level of the learners and will help them to uphold the sheer pressure. Teachers of the tertiary level in L2 condition know that reading is the only way to make their learners more analytical and impersonalized, yet they ignore this for some eerie reasons (Hallekjaer, 2009). Again for grabbing the students' interest towards extensive reading in English in EFL condition, syllabus of all the levels, for example, secondary, higher secondary, and higher education need to be well constructed and organized so that university learners have got accumulated to reading in English when they enter the course. A well organized and planned structure among all the levels can improve the learners' reading habits in EFL condition (Hallekjaer, 2009). Therefore, in a circumstance where English is learned as a foreign language, emphasis on teaching academic reading at university education can bring the best outcome.

## **IV. Action Plan**

### 4.1 Why is Teaching Academic Reading in English a Must at the studied Govt. TTC?

Undergraduate Students of the investigated Govt. TTC, Bangladesh have only eight credit hours of compulsory English teaching (Appendix-1, B.Ed (Hons.) Syllabus, National University, Bangladesh). Those who take English as one of their majors from year two, take additional sixteen credit hours of academic teaching in English. Again, the students study basically how to teach not what to teach in English and other subjects. As a

result, this is not possible in the current academic context of teaching for them to gather all the academic words that are useful in their future workplace and academic career. In addition, the text of other major subjects are written in Bangla (L1) and the language mode of class is totally based on Bangla (L1) as well. But the students studying Bachelor (Four Years Honours) in Education have sheer opportunities in participating in the education system of Bangladesh and making the country globally competent. The study discovers the fact that reading in English in the tertiary level is absolutely vital to be competent for the upcoming global challenges. We cannot keep our students local. The study also shows fragility of the tertiary level where students are not challenged with intensive reading in English.

The study reveals that teaching reading in English in the tertiary level demand analytical and problem based conceptual vocabularies. Students at the explored Govt. TTC rarely participate in any group reading or in silent reading. They are always focused on their examinations that do not challenge their analytical thought. However, they feel intensity of learning academic English in their final year of university when the global opportunities get exposed. Meanwhile, the students of the examined Govt. TTC are not familiar to a rich seminar or a library in the campus (Appendix-2, Summary of Books' List of Seminar) and thus they have to search in the internet for quality resources where English is the applied mode of language in major cases. Few students who love to go for further reading for quality references get distracted when they encounter the barrier of reading quality in English. As a result, the need of teaching academic reading in English is very valid for the students of the examined Govt. TTC, in extension for the tertiary level students of Bangladesh.

#### 4.2 Motivations for the Teachers to Teach Academic Reading in English

Meanwhile, at present reading in English is only functionalized by the English teachers at the investigated college. Through the study it is uncovered that academic reading in English can be learned implicitly from all those subjects that not necessarily are directly linked to English department. English teachers can teach EAP in their faculty classes in an explicit manner. But if the students only rely on that, they only have very marginal credit hours for that. In addition, the curriculum and the syllabus do not even focus specifically on EAP (Appendix 1, Syllabus of BED(Hons.) of National University, Bangladesh). As a result, if the students including those who have major in English have got sessions of other subjects in English or mixture of Bangla and English, can accumulate the terms of academic reading in English. So the teachers need to be patronized and guided properly by the administration so that they love to conduct their classes in English or mixed language approach.

#### 4.3 Determining the Challenges

In last few years, instructors of English as a foreign language (EFL) have been putting attention on the students' need of academic English (Abdullah, 2013). However, implying academic reading in English is not an easy task in the current perspective of the investigated Govt. TTC. University students face difficulties in academic reading in English and thus understanding meaning of words, getting related contextualized ideas, and finishing reading on time (Alghail and Mahfoodh, 2016). The existing scenario demands affords from all the ways as minimal approach may lead to worsen the state. In Bangladesh, many of the universities started English as a medium of instruction but students are not able to cope up with the medium (Sultana, 2014). However, there are both academic and administrative barriers in the present context of the investigated Govt. TTC. The academic barriers are

- backdated university curriculum,
- only eight (8) credit hours of teaching for compulsory English,
- same compulsory English syllabus for two semesters,
- examination oriented teaching and marking,
- less focus on case study and further research work,
- mother language (L1) based question and answer in examination,
- memorization based academic environment.

In addition, there are some noticeable administrative barriers as well and these barriers sometimes supersedes academic complications. The administrative barriers that are existing in the current situation in implementing academic reading in English are

- one English teacher for the whole college,
- teachers' reluctance on taking classes or referencing in English,
- prolonged approach in changing curriculum,
- no tutorial for EAP,
- empowerment of external evaluation on even internal assessment,
- marginal autonomy for the teachers taking classes.

#### 4.4 Solutions and Recommendations

This study, in a nutshell, tried to figure out the importance of teaching academic reading in English in the perspective of the explored Govt. TTC in extension at the university level of Bangladesh. The explored

Govt. TTC is far behind in realizing the issue and its application. But the total scenario may get changed if the determined obstacles, both academic and administrative, get resolved within a very short period of time. We are expecting to create globally competent university graduates in our upcoming days. As a result this is the high time to take decision in applying EAP focusing reading skill at the investigated Govt. TTC. Thus, this study comes up with few recommendations.

#### 4.4.1 Long-term Solution:

As the investigated Govt. TTC runs the undergraduate programme under National University of Bangladesh, the administration can put a recommendation emphasizing the necessity of academic reading in English. The administration can put its demand of more English teachers to its line authority. Besides, academic English courses need to be applied in the middle of a programme at the tertiary level (Siddique, 2017) and the administration of the explored college can suggest National University Bangladesh to offer EAP courses in the middle of BED (Hons.) programme. It can also be suggested that advanced level of comprehensive texts should be added in the syllabus as this enhances the university students' reading skill. In a tertiary education system where the medium is not English but the students need to go for English in selecting references, reading English comprehension can be beneficiary for the students (Cohen, Kirschner, &Wexler, 2001).

#### 4.4.2 Short-term Solution

However, the studied Govt.TTC can also take some instant decisions that can assure a learning environment where students will be encouraged in academic reading in English and teachers get motivated in taking sessions in English or in mixture of L1 and L2. Department of Education can arrange seminars, workshops that can drag the students towards research-based work and thus taking the challenges of EAP. Teachers' guidance in academic reading in English can bring constructive changes. Teacher should guide their learners in extensive reading so that learners feel confident and critical (Stone, 2013).

## V. Conclusion

Bangladesh is an emerging territory in the global concern. This South-Asian country is developing in every aspect. Currently the core issue is to achieve all the SDG oriented goals on due time and become a middle-income country by 2021. The government has announced her DELTA plan 2100. But the doubt arises when we see our university graduates struggling in the field of research and analysis. Again, Information Technology based freelancing is one of the desired works by the university graduates. But due to lack of their reading skill in English they are missing the expected opportunities in this field. Bangladeshi graduates never stay behind in skills rather in language, more specifically in English. Here comes the importance of teaching academic reading in English in the university level. As a result, EAP courses need to be more specific based on the need of the upcoming future that would be challenged by our graduates. Undergraduate students of the investigated Govt. TTC like the rest of the university students of the country thus feel isolated when they meet the challenge of reading in English.

Again, the number of unemployed university graduates is increasing day by day. This not expected that students after being graduated from the explored Govt. TTC would join this unwaged group of pupils and upsurges the burden for the country. The possible way to make this enormous population of university graduates, including those who get graduated from the explored Govt. TTC, into strength is, making them skilled and competent in the global setting. Teaching foreign language/s is thus the foremost fact of making our university graduates competent both locally and globally.

As a fact, teaching EAP needs to be more emphasized at the studied Govt. TTC, Sylhet, in extension in all the colleges running undergraduate programmes under National University of Bangladesh. In teaching EAP, methodology need not to be specific as there is no difference in context build up regarding L1 and L2 at the university level. Teaching contextual vocabularies is hard in L2 situation. Over emphasized Communicative Language Teaching (CLT) approach makes the state tougher for the EAP teachers of the tertiary level currently. As a result, the earliest implementation of extensive EAP teaching can resolve the ongoing problem faced on academic reading in English by the explored college's undergraduate students and thus uncover ample of opportunities for the pupils who are the future leaders of the country.

This study, under many limitations, was not able provide the total condition of teaching academic reading in English in the university level of Bangladesh. Only focused on the theoretical perspectives of teaching academic reading in English and its implementation at the studied Govt. TTC, this study did not cover any survey to reveal the appropriate method of teaching academic reading in English in the university level in L2 state. However, this study unlocks possibilities for further extensive study on the importance of teaching academic reading in English in the university level of Bangladesh.

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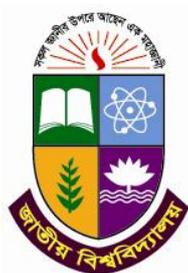
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**Appendices:**

**Appendix 1: Syllabus for BED(Hons.) under National University, Bangladesh**

NATIONAL UNIVERSITY



Curriculum

Department of Bachelor of Education (B.Ed.)

Four Year (8 Semesters) Bachelor of Education (B.Ed) Honours Integrated Course effective from the Session: 2013-2014

**NATIONAL UNIVERSITY**

**Curriculum for Four Years (8 Semesters) Bachelor of Education (B.Ed) Honours**

**Integrated Course**

**Program: Bachelor of Education (Honours)**

FirstYear

Paper Code	Paper Title	Credits
<b>First Semester</b>		
510301	History of the Emergence of Independent Bangladesh	4
510303	Bangla -1	4
510305	English -1	4
510307	Introduction to Education	4
<b>Total =</b>		<b>16</b>
<b>Second Semester</b>		
510309	Bangla -2	4
510311	English -2	4
510313	Education in Bangladesh	4
510315	Foundations of Education	4
510316	Comprehensive Viva (Satisfactory/non-satisfactory)	-
<b>Total =</b>		<b>16</b>

	<b>Grand Total=</b>	<b>32</b>
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**Second Year**

Paper Code	Paper Title	Credits
	Third Semester	
520301	ICT in Education	4
520303	Educational Psychology and Guidance	4
Elective Courses (Students will choose three courses from any area of the following Five areas)		
Area-I		
520305	Bangla Paper-I	3×4 =12
520307	English Paper-I	
520309	ICT Education Paper-I	
Area-II		
520311	Economics Paper-I	3×4 =12
520313	Political Science Paper-I	
520315	Sociology Paper-I	
520317	Geography and Environment Paper-I	
520319	History Paper-I	
520321	Or Islamic History and Culture Paper-I	
520309	ICT Education Paper-I	
Area-III		
520323	Physics Paper-I	3×4 =12
520325	Chemistry Paper-I	
520317	Geography and Environment Paper-I	
520327	Mathematics Paper-I	
520329	Botany Paper-I	
520331	Zoology Paper-I	
520333	Statistics Paper-I	
520309	ICT Education Paper-I	
Area-IV		
520335	Accounting Paper-I	3×4 =12
520337	Management Paper-I	
520339	Marketing Paper-I	
520341	Finance and Banking Paper-I	
520309	ICT Education Paper-I	
Area-V		
520343	Information Science and Library Management Paper-I	3×4 =12
520345	Home Economics Paper-I Theory+Practical)	
520309	ICT Education Paper-I	
	Total =	20

<b>Fourth Semester</b>		
520347	Organization and Management of Educational Institutions	4
520349	Gender Education	4
Elective Courses (Students will choose three courses from any area of the following five areas)		
Area-I		
520351	Bangla Paper-II	3×4 =12
520353	English Paper-II	
520355	ICT Education Paper-II	
Area-II		
520357	Economics Paper-II	3×4 =12
520359	Political Science Paper-II	
520361	Sociology Paper-II	
520363	Geography and Environment Paper- II	
520365	History Paper-II	
520367	Or Islamic History and Culture Paper-II	
520355	ICT Education Paper- II	
Area-III:		
520369	Physics Paper-II	3×4 =12
520371	Chemistry Paper-II	
520363	Geography and Environment Paper- II	
520373	Mathematics Paper-II	
520375	Botany Paper-II	
520377	Zoology Paper-II	
520379	Statistics Paper-II	
520355	ICT Education Paper-II	
Area-IV:		
520381	Accounting Paper-II	3×4 =12
520383	Management Paper-II	
520385	Marketing Paper-II	
520387	Finance and Banking Paper-II	
520355	ICT Education Paper- II	
Area-V:		
520389	Information Science and Library Management Paper-II	3×4 =12
520391	Home Economics Paper-II Theory+Practical)	
520355	ICT Education Paper- II	
520392	Comprehensive Viva (Satisfactory/non-satisfactory)	
	Total =	20
	Grand Total=	40

**ThirdYear**

Paper Code	Paper Title	Credits
<b>Fifth Semester</b>		
530301	Teaching Learning Methods and Strategies	4
530303	Assessment and Evaluation in Education	4

Elective Courses (Students will choose three courses from any area of the following Five areas)		
<b>Area-I</b>		
530305	Bangla, Paper-III	3×4 =12
530307	English, Paper-III	
530309	ICT Education, Paper-III	
<b>Area-II</b>		
530311	Economics, Paper- III	3×4 =12
530313	Political Science, Paper- III	
530315	Sociology, Paper- III	
530317	Geography and Environment, Paper- III	
530319	History Paper- III	
530321	Or Islamic History and Culture, Paper- III	
530309	ICT Education, Paper- III	
<b>Area-III</b>		
530323	Physics, Paper- III	3×4 =12
530325	Chemistry, Paper- III	
530317	Geography and Environment, Paper- III	
530327	Mathematics, Paper- III	
530329	Botany, Paper- III	
530331	Zoology, Paper- III	
530333	Statistics, Paper- III	
530309	ICT Education, Paper- III	
<b>Area-IV</b>		
530335	Accounting, Paper-III	3×4 =12
530337	Management, Paper-III	
530339	Marketing, Paper-III	
530341	Finance and Banking, Paper-III	
530309	ICT Education, Paper- III	
<b>Area-V</b>		
530343	Information Science and Library Management, Paper-III	3×4 =12
530345	Home Economics, Paper-III	
530309	ICT Education, Paper- III	
	<b>Total =</b>	<b>20</b>
<b>Six Semester</b>		
530347	Teaching Methods, Micro Teaching and Simulation	4
530349	Introduction to Curriculum	4
<b>Elective Courses (Students will choose three courses from any area of the following Five areas.)</b>		
<b>Area-I</b>		
530351	Bangla, Paper-IV	

530353	English, Paper-IV	3×4 =12
530355	ICT Education, Paper- IV	
<b>Area-II</b>		
530357	Economics, Paper-IV	3×4 =12
230359	Political Science, Paper- IV	
530361	Sociology, Paper- IV	
530363	Geography and Environment, Paper- IV	
530365	History, Paper- IV	
530367	Or Islamic History and Culture, Paper- IV	
530355	ICT Education, Paper- IV 75+25=100	
<b>Area-III:</b>		
530369	Physics, Paper- IV	3×4 =12
530371	Chemistry, Paper- IV (Theory+Practical)75+25=100	
530363	Geography and Environment, Paper- IV	
530373	Mathematics, Paper- IV	
530375	Botany, Paper- IV	
530377	Zoology, Paper- IV	
530379	Statistics, Paper- IV	
530355	ICT Education, Paper- IV	
Area : IV		
530381	Accounting, Paper- IV	3×4 =12
530383	Management, Paper- IV	
530385	Marketing, Paper- IV	
530387	Finance and Banking, Paper- IV	
530355	ICT Education, Paper- IV	
<b>Area-V:</b>		
530389	Information Science and Library	3×4 =12
530391	Home Economics, Paper- IV	
530355	ICT Education, Paper- IV	
530392	<b>Comprehensive Viva (Satisfactory/non-satisfactory)</b>	-
	Total =	20
	<b>Grand Total=</b>	<b>40</b>

**Fourth Year  
Seven Semesters**

<b>Paper Code</b>	<b>Paper Title</b>	<b>Credits</b>
540302	Teaching Subject-1	6
540304	Teaching Subject-2	6
540306	Report Writing	2
540308	Final Practice Teaching (Two Subjects)	2+2 =4

540310	Viva Voce	2
	<b>Total =</b>	<b>20</b>
<b>Paper Code</b>	<b>Paper Title</b>	<b>Credits</b>
	<b>Eight Semester</b>	
540311	Introduction to Educational Research	4
540313	Environment Education	4
540315	Non-Formal and Continuing Education	4
540317	Inclusive Education	4
540319	Education and Development	4
540320	Comprehensive Final MCQ Exam and Viva Voce (Satisfactory/Non Satisfactory)	-
	<b>Total =</b>	<b>20</b>

**Appendix 2:** Summary of books (Seminar) in Bangla and English for BED (Hons.) at Govt. TTC, Sylhet.

Institution	Number of books in Bangla mode	Number of books in English mode	Total books
Govt. TTC, Sylhet	148	52	200

**Appendix 3.0:** Students' Information of Undergraduate Level at Govt. TTC, Sylhet

Year & Semester	Number of Students
1 <sup>st</sup> Year 1 <sup>st</sup> Semester	98 ( 100 Seats)
1 <sup>st</sup> Year 2 <sup>nd</sup> Semester	83 ( 100 Seats)
2 <sup>nd</sup> Year 2 <sup>nd</sup> Semester	69 (100 seats)
3 <sup>rd</sup> Year 2 <sup>nd</sup> Semester	79 ( 100 Seats)
4 <sup>th</sup> Year 2 <sup>nd</sup> Semester	39 ( 100 Seats)

**Appendix 3.1:** Number of Teachers at Govt. TTC, Sylhet

Professor	02
Associate Professor	05
Assistant Professor	10
Lecturer	03
Total	20