

# The Materials Teachers Use In Developing English Language Reading Skills: A Study On Selected Bangladesh Private Universities.

Umme Reihan

Lecturer  
Department of English  
Primeasia University

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## **Abstract**

*In Bangladesh every private university offers some basic English language courses in every department. Different types of texts are used to develop students reading skills along with other skills. It has been observed and found in earlier research that students are not developing in reading skills significantly. However, this mixed methods study aims to find out the materials teachers use in developing English language reading skills and the effectiveness in private universities at tertiary levels in Bangladesh. The data have been collected from 100 students and 50 faculty members of 10 private universities following a quantitative survey and interviews were conducted to 8 teachers following a structured questionnaire. Moreover, 20 students participated in 2 FGDs from different private universities. The collected data from different university teachers and students reveal that most teachers prefer to use Headway's books, passages from different websites, and short stories as text to develop English Language reading skills that are not highly effective and appropriate for tertiary-level students. Moreover, the provided activities based on the texts are not enough fruitful for enriching tertiary-level students' English language reading skills due to a lack of sufficient activities and appropriate implementation of the activities.*

**Keywords:** Reading skills, materials, effectiveness, tertiary level, implementation, activities

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## **I. Introduction**

In Bangladesh, most of the educational institutions' teaching medium is Bengali due to the curriculum system. As a result, the majority of the students are from Bengali schools and colleges due to which they meet lots of difficulties when getting enrolled at university. They have to read and write everything in English which is quite challenging for a great number of students. However, to develop a Basic English level every university offers some English foundation courses depending on the field. It has been observed from earlier research that students are not improving their four English language skills satisfactorily (Sultana. N & Sultana. F (2019& Sudha. M (2017),). As a result, they are facing obstacles to developing their speaking, reading, writing, and listening skills and enriching their vocabulary. Especially, students encounter vast difficulties to comprehend the messages of different reading genres and its interpretations due to a lack of sufficient knowledge of vocabulary and ideas of reading strategies. Nevertheless, Previous research did not bring out the materials teachers use for developing reading skills as well as their effectiveness of those(). It just mentioned that students reading skills are not developed in comparison to other skills. In previous research, a great number of students mentioned that reading skills are not focused enough in comparison to other skills. ()

Moreover, many of them mentioned that they do not get satisfactory reading materials to develop their reading skills (Sultana. N & Sultana. F (2019). Many students also claimed that their reading skills have developed very little through these foundation courses(‘).

On the other hand, It has also been observed that sometimes foundation course teachers focus less on reading skills in comparison to writing, speaking, and listening skills. As a consequence, students fail to develop their reading skills, to enrich their vocabulary as well to acquire reading strategies. It is also observed that some teachers do not provide appropriate materials to develop students reading skills. Nevertheless, this study focuses on the materials teachers use to develop reading skills. No research had been conducted to find out the materials teachers use to improve reading skills and the effectiveness of the reading materials being used at the private university level..

However, this article aims to find out the materials teachers use to develop reading skills and the effectiveness of the materials. **This study would help to explore the materials teachers use to develop reading skills as well as to look into the effectiveness of the materials.** The research has been conducted on “The effectiveness of materials teachers use in developing English language reading skills in private universities at tertiary levels in Bangladesh”. The data have been collected following the quantitative and qualitative methods. Students and teachers from different private universities participated in the survey, interview, and group discussion. The results of the study reveal that most teachers prefer to use Headway books, passages from different websites, and short stories as text to develop English Language reading skills that are not highly effective and appropriate for tertiary level students. The provided activities based on the texts are not enough effectual for enriching tertiary level’s students’ English language skills due to lack of sufficient activities and appropriate implementation of the activities.

## **II. Theoretical framework**

### **What is reading?**

**Nunan (2003)** -70 “Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. The goal of reading is comprehension. The models of reading can be divided into three categories: bottom-up models, top-down models, and interactive models. The bottom-up model typically consists of lower-level reading such as morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. On the other hand, top-down models begin with the idea that comprehension resides in the reader. They use background knowledge to make predictions and search the text to confirm or reject the predictions that are made.”

The interactive models combine elements of bottom-up and top-down models assuming “That a pattern is synthesized based on information provided simultaneously from several knowledge sources” (Satnovich,1980, p35)

### **What is reading material?**

According to Tomlinson (1998) materials are considered anything which is used to help language learning. Examples include but are not limited to: course books, workbooks, CDs, flashcards, and CD-ROMs. These materials need to be looked at within a given context and a syllabus derived from a specific approach (McDonough and Shaw, 2003, pp. 4-14). According to Tomlinson (2008, pp. 3-4, 2010, p. 83), successful materials development should be envisaged as learning materials, and the principles to follow need to show the central role that learners should play. While materials evaluation is considered a procedure that involves examining learning materials to establish their value, “materials development refers to anything which is done by writer, teachers or learners to provide sources of language input” (Tomlinson, 1998, p.2).

Tomlinson (2003) suggested three elements namely “psychological validity, pedagogical validity and process, and content validity” for course books. Psychological validity includes such factors as learners' needs, learners' autonomy, self-development, creativity, and students' long-term goal. Pedagogical validity focuses on teachers' needs and developments. Process and content validity focus on such factors as methodology, content, format, appropriacy, authenticity, layout, cultural sensitivity, accessibility, and educational validity. Materials should be current and promote positive personalities. Materials should provide a variety of tasks that can get both open-ended and closed responses. Materials, including activities, should be realistic and taken from real-world settings and should encourage real-world communication.

### **Criteria of the effectiveness of the reading materials**

Different authors mentioned a set of criteria for well-organized reading materials to develop students' reading skills. Some of the criteria have been mentioned here.

#### **About the right topic**

Harmer. J (2003) “should try and choose topics which our students will be interested in as many receptive activities to prove less successful than anticipated because the topic is not appropriate or because students are not familiar with the genre they are dealing with. If students are not interested in a topic or if they are unfamiliar with the text genre, we are asking them to work on, they may be reluctant to engage fully with the activity”.

#### **Create interest**

Harmer. J (2003) “get students engaged by talking about the topic, by showing a picture for prediction: by asking them to guess what they are going to see or hear based on a few words or phrases from the text, or by having them look at headlines or captions before they read the whole thing”.

### **Activate schemata**

Harmer. J (2003) Create interest by giving students predictive tasks and interesting activities as well as activating their knowledge before they read so that they bring their schemata to the text.

### **Vary topics and genres**

Harmer. J (2003) Make sure we expose them to a variety of different text types, from written instructions and taped announcements to stories in books and live, spontaneous conversation from internet pages to business letters.

If the teacher is not following a coursebook, however, then it is a good idea to make a list of text genres that are not relevant to the students' needs and interests to be sure that they will experience an appropriate range of texts.

### **Comprehension tasks**

Use comprehension tasks that promote understanding, raise students' expectations, help them tease out meanings, provoke an examination of the reading, and match text and task appropriately.

**Nunan. D (2003)** "Your decisions about what to select adopt, reject and supplement depend on who your learners are (age, interest, purposes for studying and language level, what the institution emphasizes, the resources available to you, how much you have and what you feel is important.

More criteria developed by **Saraceni (2003)**, pp.75-77) and **Masuhara (2003)**, pp. 351- 354) are also considered. Saraceni tries to list the key features when evaluating and adapting courses. They should concern with learner-centered material, material with flexibility and choice, material that is open-ended, material that is relevant, universal, and authentic. Moreover, Masuhara emphasizes the 4 principles of ideal reading materials. They are the engaging effect of reading materials, listening to a text before reading which encourages learners to focus on meaning, material that is achieving multidimensional mental representation in the reader's mind, and materials that help learners experience the text first before they draw their attention to its language.

On the other hand, (**Dow 2004; Howard, and Major 2004**) emphasized some factors like learners' and students' needs, learners' background knowledge, level of proficiency, learning objectives, and preferred learning styles for material design. Moreover, they must be coherent with the curriculum and the syllabus of the learners as well as supplemented by additional facilities and resources (**Howard and Major 2004**)

**Sheldon (1998:238)** mentioned set criteria for a well-organized ELT material such as layout and authenticity, accessibility as well as cultural issues. He also emphasized gender, race, social class, and nationality issues in line with **Harmer (2001) and McDonough and shaw (2003)**

## **III. Literature review**

**Korkmaz. H & Mede. E (2017)** conducted research titled "Investigating the effectiveness of the reading materials in an English Language coursebook: A case from Turkey" by following a mixed-method approach. The data were collected from a questionnaire, reflective essays, and stimulated recall protocols to examine the effectiveness of the reading materials in the speak out coursebook used as instructional material for learners at the intermediate level of proficiency in a language preparatory program in turkey. The findings revealed that the reading materials of the coursebook was effective in terms of level, length of the text as well as authenticity and introduction of the target language.

**Chowdhury. T (2009)** conducted research named "Identifying the English Language Needs of Humanities students at Dhaka University" by following the quantitative method. The data were collected from 60 students and 30 subject teachers using a computer-coded questionnaire. The research found out the needs like achieving academic success, developing the four skills (reading, writing, speaking, and listening), and the sub-skills of the English language.

The research entitled "An Evaluation of fundamental English Courses: A scrutiny of their effectiveness at an engineering university conducted by **Sultana. N & Sultana. F (2019)**" aims at finding out the effectiveness of English foundation courses at the tertiary level following qualitative and quantitative methods. The data were collected from 135 undergraduate university students and four faculty members using a questionnaire, a semi-structured interview, and a focus group discussion. The study revealed that the course syllabus does not adequately fulfill the needs of the engineering students that mainly focus on the structural aspects of the language neglecting the functional one. The findings also expressed that a majority portion of the students agreed that they do not have any prescribed textbooks for the English fundamental courses. Similarly, a large number of students mentioned the insufficient diverse materials to bring their motivation.

**Sudha. M (2017)** conducted a study on "The effectiveness of English Language courses as EFL in undergraduate level at Jahangir Nagar University" following the mixed methods. The study collected data from 110 students of different departments through a structured questionnaire and interviewed many faculty

members from the department of English. The findings of the research revealed that the students could not develop their skills satisfactorily through these offered courses. Moreover, the students and the teachers were not satisfied enough with the contents and the duration of the course as the course content focused on the traditional grammar item, as well as on some writing and reading activities.

A research was conducted on “**CLT Approach in Developing English Reading Skills in Tertiary levels in Bangladesh**” by **Chowdhury.T (2014), Karim. Z (2014)** following a quantitative method. The data were collected from 120 students from the Arts and Science faculty of Dhaka University. The study revealed that the CLT approach was not effective in the Bangladesh context due to a large number of students, lack of sufficient time to practice group work, pair work that motivates learners to use the language as well as teachers' insufficient knowledge regarding the CLT approach. As a result, the teachers fail to make the classroom student-centered. Moreover, the majority of the time the teachers fail to reach the CLT approach goal due to students' insufficient knowledge in the target language.

**Jahan. A and Rahman. M (2007) conducted a study on “Strengths and weakness of teaching fluent Reading”** A study at tertiary level in Bangladesh” aims to find out the strengths and weaknesses of fluent reading following the quantitative method. The data had been collected through a questionnaire survey –one for teachers and another one for students. The sample population of the study was 32 public university faculty members and teachers. The findings of the research revealed that the level of fluency was not at all satisfactory according to the students and teachers. Moreover, the study also revealed that the students were not much interested in reading the provided materials and doing the activities. As a result, interesting reading materials like magazines, newspaper articles, storybooks, etc are recommended by the teachers.

A research was conducted on “**A need-based evaluation of the EAP courses for the Pharmacy students in the University of Asia Pacific (UAP) Bangladesh**” by **Chowdhury. T & Haider. Z (2012)** following the quantitative and qualitative methods. The data were collected from 40 UAP's Pharmacy departments' students following a structured survey questionnaire as well as 4-course teachers were interviewed. The findings revealed that the offered English courses for the department can't meet the requirement of students' field. Besides, the findings also revealed that students find some materials difficult to understand journal articles and magazine articles where they find photocopied materials and the materials taken from the website are easy. Moreover, they encounter difficulties comprehending the difficult vocabulary as well as getting specific information from the text.

Khan, R. & Choudhury, T, A (2013) conducted research titled “**Bridging the gap between needs analysis and course evaluation insights**” following a mixed-method approach (survey questionnaire, classroom observation, and interview). The findings revealed that a great portion of students find reading difficult to respond critically to get specific information, as well as to understand and interpret charts. Moreover, many teachers also think the course did not help to develop the reading sub-skills as it does not develop students' understanding and interpreting abilities to respond critically as well as to get the meaning of unknown words.

#### **IV. Objective:**

This article aims to investigate the reading materials being used in the English foundation courses at the tertiary level and to find out the effectiveness of those materials.

#### **V. Research question**

- I. What types of materials do the teachers use in English foundation course classes at the tertiary level?
- II. How effective are the materials?

#### **VI. Method**

This research has been conducted by following the quantitative and qualitative methods. The data have been collected by following the structured questionnaire for the survey and the structured questionnaire for the teachers' interview as a qualitative method. Moreover, 2 FGDs have been conducted by following a semi-structured questionnaire.

#### **Sampling procedure**

Some private universities have been selected randomly within Dhaka city to collect the data. Purposive sampling has been chosen to gather the data for this research. Most of the private universities offer these foundation courses to their first to third-semester students'. So, the participants have been nominated for the survey and FGD from the students who are doing these courses. Moreover, the teachers who are conducting these foundation courses have been selected for the survey and the structured interview in written form.

**Sampling size**

The participants of the research are different private universities’ faculty members and students. 50 faculty members and 100 students’ opinions from different private universities have been gathered regarding the research topic by following a Likert scale questionnaire survey. The students have been selected from the first semester to the 3rd-semester students. On the other hand, 8 teachers participated in the written form of the interview and 20 students from different private universities participated in the focus group discussion.

**Data collection technique**

The data of this research have been collected online in considering the ongoing pandemic (Covid 19) situation. Different private universities faculty members and students participated in the survey. The questionnaire of the research has been transformed into a google form and forwarded to the participants. The same questionnaire was provided to the teachers and students to collect the data. It took around 20 days to collect the data for the research. The structured interview questionnaire was sent to the nominated faculty members in written form for the interview. Besides, two FGDs have been conducted on zoom following a semi-structured interview. Students from different private universities participated in the FGD at a fixed time.

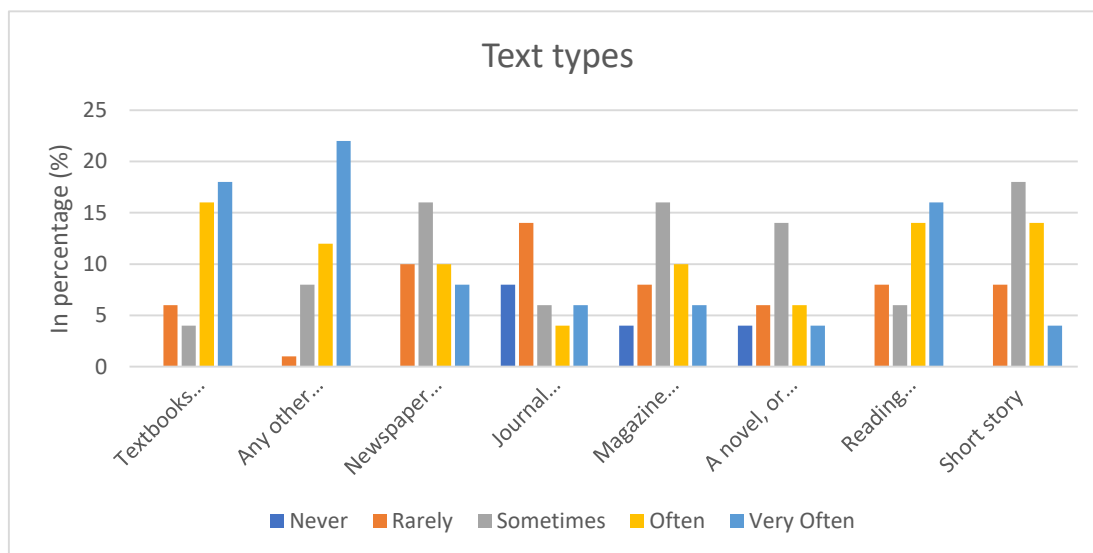
**Data Analysis**

The quantitative survey data have been analyzed through MS Excel to measure the frequencies and percentages of the participants’ opinions and quantified through Likert scale 1 for lowest to 5 for the highest score. The data have been presented in Bar graphs. Descriptive analysis has been followed to analyze the data.

**VII. Results**

It has been notified from the earlier research and students’ observation in regular classes that their reading skills are not highly developed. As a consequence, they get encountered various challenges to understand and analyze their field’s texts. However, this article explored the materials used to develop reading skills of tertiary level students as well as tried to analyze the effectiveness of those materials as no one conducted any research on that.

**Figure: 1 Student**



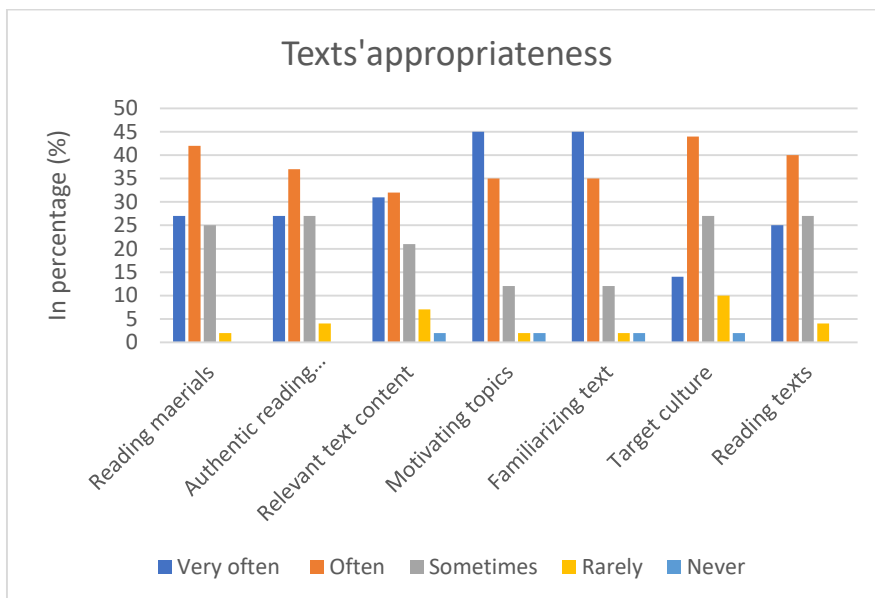


Figure: 2 Teachers

**Text type**

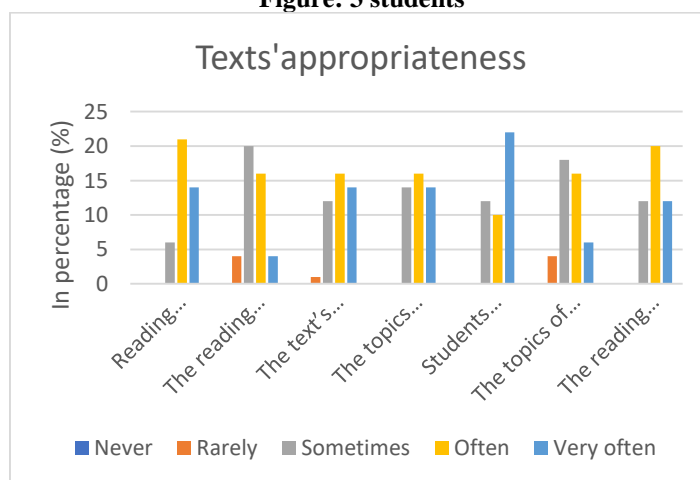
Figure 1 shows that the collected data from the students revealed that the often-used reading materials in the classroom are the different levels of Headway's books (Pre-intermediate, Intermediate, Upper-Intermediate).

The majority of students (41%) expressed their views in this regard. Besides this, a great portion of students (27%) opined about using a short story. Many students (32%) also illustrated their views about using reading passages very often from different websites. A number of students expressed (around 22%) that sometimes teachers use newspaper articles, journal articles, and magazine articles in the foundation course class whereas many students (around 20%) revealed that teachers rarely use Newspaper articles, journal articles, and magazine articles. Nearly 10% of students expressed that teachers never used any article for developing reading skills. On the other hand, A great number of A students (31%) expressed that many teachers often prefer other books for their reading skills development.

Figure 2 presents that a great portion (22%) of the teachers preferred other books very often for students' reading skills development. On the contrary, several teachers (18%) use Headway's books like (Pre-intermediate, Intermediate, and er-intermediate) as well as reading passages from different websites very often and often. A few teachers around (4%) often prefer to use drama, short stories, and novels in their language classroom for developing reading skills.

A great number of teachers around (7%) expressed that sometimes they use newspaper articles, journal articles, and magazine articles in their classrooms. On the contrary, several teachers around (6%) mentioned that rarely they use Journal articles, magazine articles, and newspaper articles in their English foundation courses class for students' reading skill development.

Figure: 3 students



### **Text's appropriateness- age, level, learner needs, cultural**

In figure 3, a great number of students (27%) revealed that the reading materials text, passage, novel, and short story used for developing reading skills are very often appropriate to their age level and needs, and culture whereas the majority of students (42%) agreed that often these materials are appropriate and (25%) students said sometimes these are appropriate to their level, need and culture.

In Figure 4 a great number of teachers (22%) mentioned that the reading materials text, passage, novel, and short story used for developing reading skills are very often appropriate to their age level needs, and culture. At the same time, a great portion of teachers (14%) expressed that very often the reading materials are appropriate to their age level and needs, and culture whereas only 7% revealed as sometimes.

### **Authenticity of the materials used in the classroom**

In figure 3 the majority (42%) of students agreed that often these materials are authentic. Similarly, (27%) of students very often and (27%) sometimes find the materials authentic.

On the contrary, in figure 4 (20%) of teachers said sometimes these materials are authentic, and (16%) said often these are authentic whereas only (4%) agreed that these materials are rarely authentic.

### **Texts content**

Moreover, in figure 3 (32%) of students expressed that often whereas 31% mentioned very often these materials' contents are relevant to the field and (14%) agreed that sometimes these are relevant.

On the other hand, in figure 4 (16%) of Teachers expressed that often these materials' contents are relevant whereas only 2% said that rarely these materials are relevant.

### **The topics are motivating and interesting to the students**

In figure 3 (45%) of students expressed that very often the topics are motivating and interesting to the students whereas 35% of students mentioned that rarely the topics are motivating and interesting.

On the other hand, in figure 4 (16%) of teachers mentioned that often the topics are motivating and interesting to the students whereas (14%) of teachers mentioned it very often and sometimes.

### **Get familiar with different new words that help to understand their field's texts.**

In figure 3 (45%) of students mentioned that very often they get familiar with different new words that help them to understand their field's texts which (35%) of students mentioned as often. (1%) of students mentioned it as rarely and never.

On the contrary, in figure 4 (22%) agreed that the teachers get familiar with different new words that help them to understand their fields' texts whereas (10%) of teachers mentioned it as often.

### **The topics of the texts reflect the target language culture**

In figure 3 (44%) of students expressed that often the topics of the texts reflect the target culture whereas (27%) mentioned that sometimes the topics of the texts reflect the target culture.

On the other hand, in figure 4 (18%) of teachers mentioned that sometimes the topics of the text reflect the target culture whereas teachers said that rarely do the topics of the texts reflect the target culture.

### **The reading texts and activities fulfill the learner's objective:**

A great number of students (45%), In figure 3 mentioned that often the reading texts and activities fulfill the learner's objective whereas (27%) revealed it as sometimes, and (10%) said rarely the texts and activities fulfill the learner's objective.

On the other hand, in figure 4 many teachers (20%) mentioned that often the reading texts and activities fulfill the learner's objective whereas (12%) of teachers expressed it as very often and (12%) said sometimes.

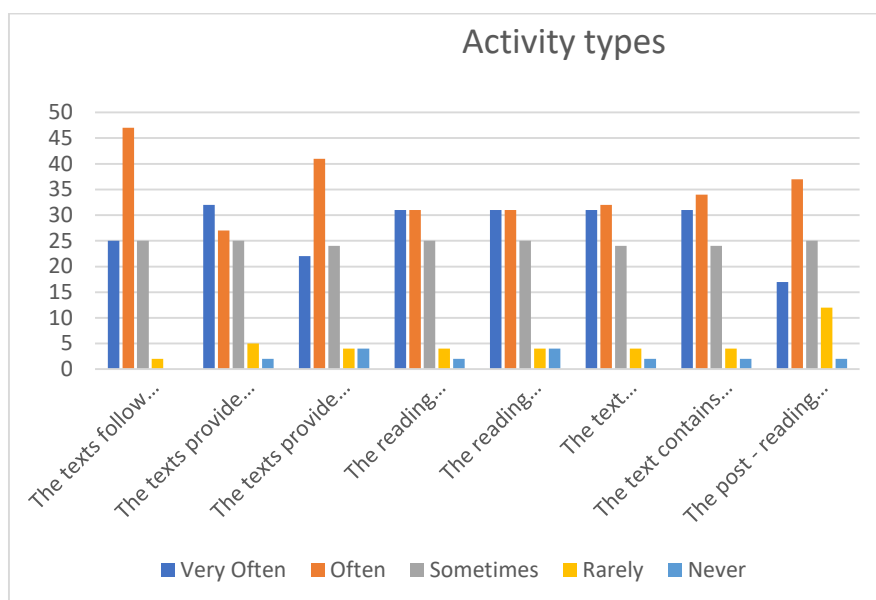


Figure:5, Students

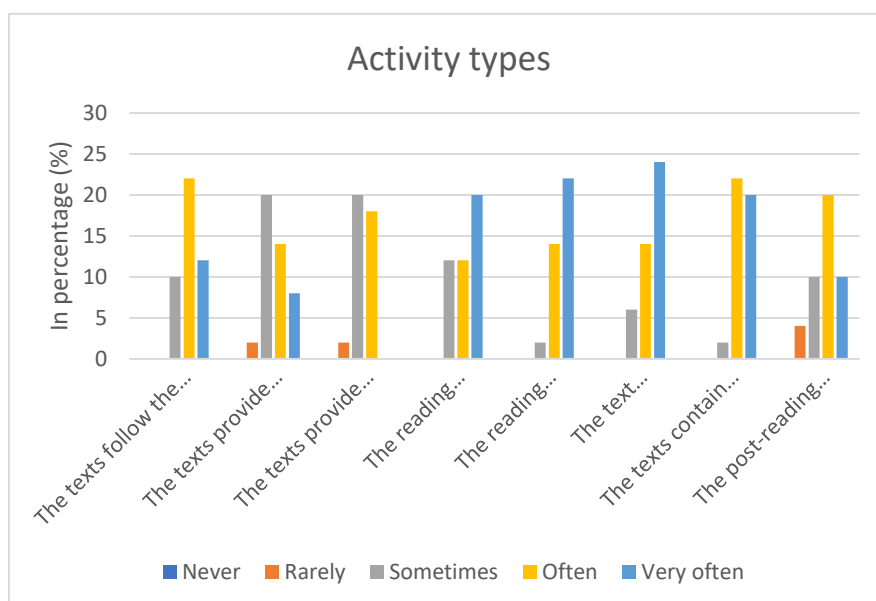


Figure 6, Teachers

### VIII. Activity types

#### The text follows the different phases of the reading activity (pre-reading, while reading, and post-reading)

In figure 5, A great number of students (32%) expressed that very often the text follows the different phases of reading activity (pre-reading, while and post-reading) whereas (27%) of students mentioned it as often and (28%) as sometimes. Only (2%) of students mentioned that the text does not follow the different phases of the activity.

On the other hand, in figure 6 many teachers (22%) mentioned that often these texts follow different phases of activity whereas only (12%) of teachers said that very often the texts follow different phases of activity.

#### The texts provide visual aids/ images to make the concept clear.

In figure 5, Some students (14%) revealed that the texts provide visual aids and images to make the concept clear whereas only a few students (6%) agreed to it very often. On the other hand, only (2%) of students think that the texts provide visual aids and images to make the concept clear rarely.

In figure 6 A great number (46%) of teachers found that the texts provide visual aids and images to make the concept clear whereas (38%) of teachers found it as often and (37%) as sometimes. On the other hand, only (4 %) of teachers revealed that the texts provide visual aids and images to make the concept clear rarely.



**The texts provide clues for prediction/ for guess**

In figure 5, A great number of students (42%) expressed that often the texts provide clues for the prediction whereas only (23%) and (24%) of students agreed as very often and sometimes. Only (2%) of students found that the texts provide clues for prediction rarely.

In figure 6 on the contrary, many teachers (20%) found that sometimes the texts provide clues for prediction whereas very often the opinion is expressed only by (4%) of teachers. Only (2%) of teachers revealed that the texts provide clues for prediction.

**The reading activities lead the learners to get specific information(scanning)**

In figure 5, The majority of students (41%) revealed that the reading activities lead the learners to get specific information whereas (24%) of students said it as sometimes. (2%) mentioned it rarely and (2%) said that the reading activities never lead the learners to get specific information.

In figure 6 on the other hand, (20%) of teachers expressed that very often reading activities lead the learners to get specific information whereas only (12%) mentioned it as often and the other (12%) said it sometimes.

**The reading activities lead the learners to get the overall view or gist of the passage or paragraph**

In figure 5, A great number of students (31%) responded very often and (31%) often and (24%) sometimes in this regard whereas only (1%) of students said that the reading activities never lead the learners to get the overall view or gist of the passage.

In figure 6 on the contrary, a great number of teachers (22%) said that very often the reading activities lead the learners to get the overall view or gist of the passage or paragraph.

**The reading passages contain enough activities for learners that develop their reading skills**

In figure 5, A great number of students (25%) revealed that the reading passages very often and often (20%) contain enough activities for learners that develop their reading skills.

In figure 6, on the other hand, many teachers (23%) mentioned that very often the reading passages contain enough activities for learners that develop their reading skills, and about 15% of teachers showed as it often. At the same time, about (5%) teachers revealed that it happens sometimes

**The texts contain post-reading activities like close-ended and open-ended questions**

In figure 5, Several students (34%) mentioned that the texts often contain post-reading activities like close-ended and open-ended questions whereas only (4%) of students mentioned rarely and (1%) never.

In figure 6 on the other hand, (22%) of teachers mentioned that the texts very often and often contain post-reading activities like close-ended questions and open-ended questions.

**The post-reading activities contain speaking activities that lead the learners to participate in speaking tasks like debate, group work, and pair work.**

In figure 5, A great portion of students (35%) agreed that often the post-reading activities contain speaking activities that lead the learners to participate in speaking tasks like debate, group work, and pair work whereas (25%) of students mentioned that as sometimes.

In figure 6 on the contrary, (20%) of teachers mentioned that the post-reading activities often contain speaking activities that lead the learners to participate in speaking tasks like debate, group work, and pair work whereas only ( 4%) said it happened rarely.

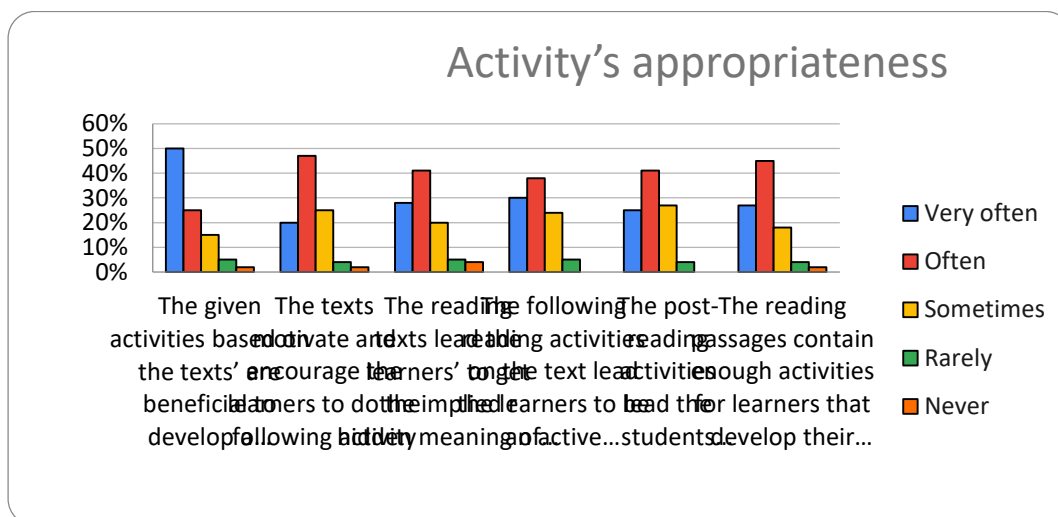


Figure: 7, students

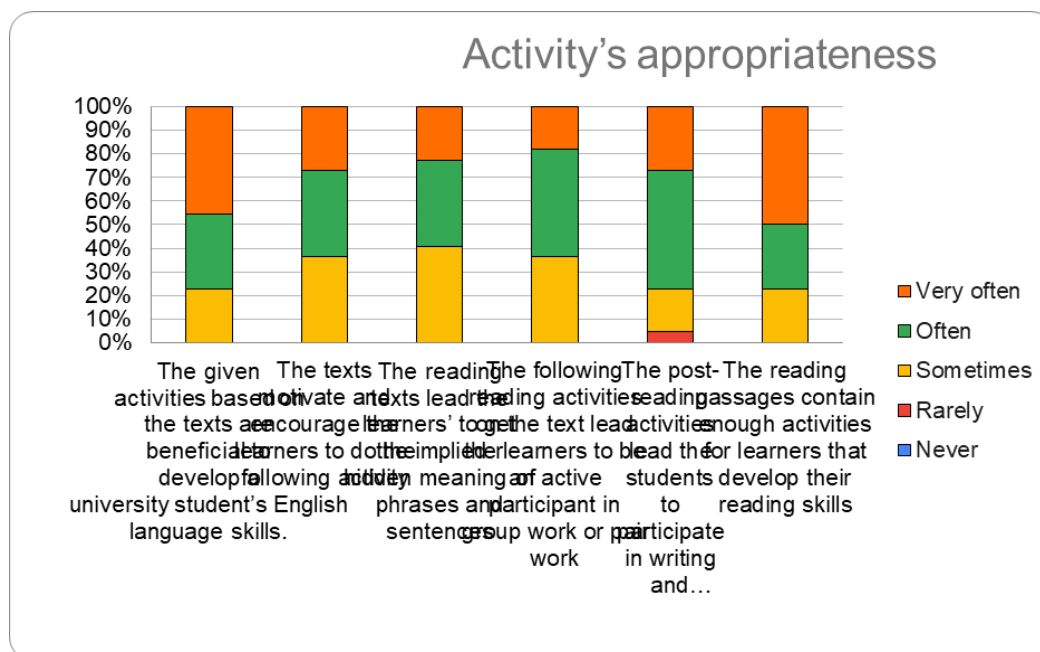


Figure:8

### IX. Activity appropriateness

#### The given activities based on the texts are beneficial to developing university students' English language skills

In figure 7, (50%) of students expressed that the given activities based on the texts are very often beneficial to develop a university student's English language whereas only (4%) of students viewed it as rarely.

On the other hand, in figure 8 a great portion of teachers revealed that the given activities based on the texts very often are beneficial to develop university students' English language. Moreover, (14%) of teachers viewed it as often and (10%) as sometimes.

#### The texts motivate and encourage the learners to do the following activity.

In figure 7 (47%) of students often find that the texts motivate and encourage the learners to do the following activities whereas only (2%) of students think that it happened rarely.

In comparison to this, in figure 8 (16%) of teachers think that often the texts motivate and encourage the learners, as well as (16%), find it sometimes.

**The reading texts lead the learners to get the implied or hidden meaning of phrases and sentences.**

In figure 7 A great number of students (41%) agreed that often the reading texts lead the learners to get the implied or hidden meaning of phrases. However, (28%) viewed it very often whereas only (2%) expressed that reading texts lead the learners to get the implied or hidden meaning of phrases and sentences.

In comparison to this, in figure 8 (18%) of teachers revealed that reading texts sometimes leads the learners to get the implied or hidden meaning of phrases and sentences.

**The following reading activities on the text lead the learners to be active participants in group work or pair work.**

In figure 7 A great number of students (30%) expressed that often the following reading activities on the text lead the learners to be active participants in group work or pair work whereas (20%) of teachers agreed with that. Moreover, (30%) of students think that it happens very often whereas in figure 8 only (8%) of teachers opined that (24%) of students and teachers find that the following reading activities on the text lead the learners to be an active participant in group work or pair work.

**The post-reading activities lead the students to participate in writing and speaking activities.**

In Figures 7 & 8 respectively represents that the majority of the students (41%) and a great portion of the teachers (22%) often find that the post-reading activities lead the students to participate in writing and speaking activities. On the other hand, (25%) of students revealed that very often the post-reading activities lead the students to participate in writing and speaking that only (12%) of teachers agreed. Moreover, only (8%) of teachers think that it happens sometimes agreed to a significant number (27%) of students also.

## **X. Interview**

8 teachers' interviews have been conducted. The interviews were conducted in written form by following a structured questionnaire. The questionnaire was mailed to faculty members from different private universities. The teachers expressed their perspectives regarding the texts' used as reading materials for developing the learner's English language reading skills at the tertiary level. The majority of the interviewed teachers revealed that in considering the level of the learners they prefer short stories and reading passages from different websites. On the other hand, some of the teachers mentioned that they prefer to use different levels of Headways books like (Pre-intermediate, Intermediate, and upper-intermediate). The majority of teachers find newspaper articles, journal articles, and magazine articles as difficult for the students.

The majority of teachers mentioned "using authentic materials in the language classroom is time-consuming as they have to prepare the activities on their own". As a result, they don't use any articles in their language classroom. Few teachers mentioned that "they use IELTS books for the students reading skills development".

### **Texts appropriateness- age level, learners needs, cultural**

Some teachers expressed that "the used texts are to some extent appropriate" whereas few teachers think that "the texts are effective for developing reading skills". But, in considering their English language efficiency often it is difficult to use authentic materials. The majority of teachers expressed that they "try to follow the texts that motivate and encourage the learners to be active participants". The majority of teachers also opined that "it is not possible to provide the texts as culturally biased where few teachers find it culturally biased". On the other hand, a great number of students revealed that "often the texts fulfill the learner's objective".

### **Activity type and appropriateness**

To talk about the activity type many teachers expressed that "to some extent, the activities are effective for improving the students reading skills". Some teachers revealed that "often the activities are suitable for the tertiary level students due to the number of students in the provided classroom facility". A great portion of teachers mentioned that they "try to motivate the learners to practice the task given based on the activities". Few teachers opined that sometimes they "try to make the text and activities by following the different phrases of reading". On the other hand, many of them mentioned that it is not possible all the time to make them follow the different phases of reading due to lack of time in a large classroom as well as the curriculum system.

## **XI. Focus Group Discussion**

2 FGD have been conducted online. Students were contacted over the phone and the group discussion has been organized to know the students' views regarding the effectiveness of materials, teachers use in developing English language skills in a private university in Bangladesh. 20 students participated in the 2 FGDs. The discussion was conducted for 40 minutes students from different universities participated in the interview. In

the discussion, the students were asked different questions regarding the appropriateness of the reading materials and the activities.

A great number of students revealed that the materials (texts, articles) used in the classroom are not suitable for the tertiary level students. The majority of the time teachers use different versions of Headway books () that are not very fruitful for developing reading skills. They don't consider these materials as advanced. On the other hand, some students sometimes find the reading passages taken from different websites are effective in improving their skills. Few students mentioned that journal articles and magazine and newspaper articles are not that much used in their class as they find it difficult to comprehend.

Regarding the activities, the students mentioned that often they are asked to read a text and to do the following activities. Most of the time these activities are true, false, answering questions and writing a summary. Besides, they revealed that they encounter difficult words while reading the text. Majority of the time they are not given any pre-knowledge or meaning of the difficult words before reading the texts which become hard to get the message or meaning of the text. On the other hand, the majority of the students expressed that they are not provided any speaking tasks based on that given text that are very effective in developing their speaking skills. Moreover, many students mentioned that sometimes they don't even get the messages of the text as they don't know how to read the text to comprehend the message.

## **XII. Discussion**

This article aims to find out the materials teachers use in developing English language reading skills in a private university at the tertiary level in Bangladesh and the effectiveness of those materials.

The results of the research revealed that the most used materials for improving reading skills are different versions of Headway books, passages from different websites, and short stories. It was found out from the interview that most employed headway books are not that appropriate for the tertiary-level students as these do not provide advanced-level reading materials and activities. **However, concerning this, the teachers mentioned the language proficiency level of the students. Students also opined similar views regarding the texts in the survey and FGD. They don't find the texts vastly effective to level up their reading skills. Students mentioned that newspaper articles and Journal articles would be fruitful for progressing reading skills as well as would help to enrich vocabulary.**

Moreover, the contents of the text are not much relevant to the field, and many times it can't fulfill the students' objective. The gathered data revealed that the topics are motivating and interesting very often but the selected texts many times failed to fulfill the learners' objective as these are not selected based on discipline. As a consequence, the students face challenges to enhance their vocabulary storage regarding discipline. *Many teachers agreed with this view which is also found in earlier research "A need-based evaluation of the EAP courses for the pharmacy students in the University of Asia Pacific (UAP) Bangladesh".*

This research also brought it out through survey, group discussion, and interview that the materials used in language courses for tertiary level are not much effective in terms of text type, text appropriateness, activity types, and activity appropriateness which is also represented in research "**The effectiveness of English language courses as EFL in undergraduate level at Jahangir Nagar University" that the offered courses can't help develop their skills satisfactorily.**

Students often do not find the texts and activities interesting and motivating. In concerning this, the teacher expresses that they cannot follow the different phases of reading often as of large classroom and insufficient allocated time that are very effective to lead the learners to read the text and do the following activities. Students also revealed that most of the time they are not properly guided to follow the reading strategies. As a result, they find the activities quite challenging to do and it takes huge time. Moreover, in FGD students mentioned that they are not provided enough time to get involved in the reading activities in the classroom. Concerning this, teachers also revealed that they don't get sufficient time in the classroom to make the activities clear to them and do the following activities based on the text. As a result, they find the activities difficult to do which is also mentioned in the previous research titled "**Bridging the gap between needs analysis and course evaluation insights.**

Activities are not all the time appropriate for the student's level. Sometimes activities are basic level. Some of the students evoked that the activities can be more advanced that may assist to improve the reading skills of their discipline. Students also revealed that the majority of the activities are close-ended. They don't get a proper guideline to find the information or gist of the passage. Most of the time open-ended activities are not also provided that may assist to develop writing and speaking with reading.

## **XIII. Conclusion**

This article attempts to find out the effectiveness of materials teachers uses in developing English language reading skills in Private universities at Tertiary levels in Bangladesh. The texts used in the class are not advanced level. Besides, the provided activities are not high level and appropriate. The results also revealed that

the students are not properly guided regarding the reading strategies that the teachers also agreed with, for which they claim insufficient time and large classrooms as responsible. The results revealed that the majority time the materials used for developing reading skills are not very functional for the respective field as these do not enhance vocabulary storage. Moreover, sometimes texts are not advanced to their levels and needs. The provided activities are not practiced properly due to the great number of students in a single class and lack of time.

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