

## Reading Comprehension in the Nepali EFL Context: Challenges, Strategies, and Learner Engagement

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### Abstract

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*This study aims to explore the challenges faced by the B.Ed. first year students of Tribhuvan university in reading English texts prescribed in their curriculum. Grounded on the qualitative philosophical foundations, phenomenology was employed as a research design for this study. Focused group discussions and reflective journals were used as the tools of data collection and the data were analyzed using thematic analysis approach. The major findings such as difficulty in understanding main ideas of the texts, limited vocabulary proficiency or knowledge, excessive dependence on translation and memorization, classroom interaction challenges, lack of knowledge of grammar and development of critical reading and analytical skills, cultural and*

*linguistic barriers, overuse of lecture-based methods, and low student engagement were drawn in this study. This study also emphasizes that reading comprehension cannot be effective if it only focuses on strategies to be employed but also they should take into account contextual support, teacher guidance, and learner motivation and engagement. This study recommends that the university English teachers employ interactive, strategy-based, and culturally contextualized reading practices fostering motivation, engagement and confidence in their EFL classrooms.*

**Keywords:** Reading comprehension, reading strategies, learner engagement, University English teachers and students

### Introduction

Reading is one of the fundamental skills of language which is traditionally defined as a receptive and passive skill. However, it requires an active mental exercise to decode the theme of reading texts. Learners engage with a text, interpret meaning, and analyze information in various ways. Readers read reading texts with different purposes such as to find out each and every meaning of the text, to locate specific information, to find out the overall theme of texts. They do intensive,

extensive, skimming, scanning etc. The ability to read in a second language (L2) is regarded as an essential skill for academic learners, as it supports independent language learning and long-term academic success (Carrell & Grabe, 2002). At present the trend of teaching reading comprehension has been changed focusing on skills of reading with complete cognitive engagement. However, it is still less focused skill in expanding circle countries where English is taught as the foreign language. English language learners in Nepal, particularly at the university level, have encountered to many challenges in comprehending prescribed reading texts. Reading only does not mean to read the text and get textual meaning. It should be linked to the social, cultural and sometimes socio-political meaning. So, researches also show that students often remain passive during reading activities, face challenges in vocabulary comprehension, and feel difficult to grasp overall meaning and theme, infer and maintain reading fluency (Savasci & Akyel, 2022). Pronunciation and limited exposure also are other obstacles they face in understanding the reading texts.

Readers of any level face challenges due to several factors such as teacher-centered methods, learners' low motivation, no employing effective reading strategies, lack of access to reading materials, and not having a strong reading culture (Savasci & Akyel, 2022). In his research, Bhandari (2024) found that students who are from multilingual societies like Nepal, are primarily taught as a foreign language. They often have to struggle to develop strong reading skills. Even the tertiary level students seem to be unable to understand and interpret the diverse reading texts fully. It also shows that only the students of school level do not struggle to understand those diverse reading texts, the students of higher education level experience the same.

To solve such genuine issues of reading comprehension, there should be the focus on both reading strategies and broader learning context in the EFL classrooms. Employing the reading strategies encourages the readers and make them engage in reading. On the other hand, if the learners become able to identify the context of reading texts, they can comprehend and interpret the texts from various angles. Moreover, there should be proper guidance from teachers, available of reading materials, and application of effective strategies that actively engage learners. One of the researches has stated that the students who read the texts regularly with teachers support and encouragement have performed better understanding (Adhikari, 2023; Manandhar et al., 2024). Similarly, the strategies such as focusing on prior knowledge or schema, summarizing, questioning, speculating, imagining and making solo connections also can strengthen the reading engagement and comprehension (Dhakal, 2024). However, the effective use of these strategies relies on contextual support and motivation as well (Adhikari & Shrestha, 2023; Khadka, 2025; Tiwari, 2024).

In Nepali multilingual EFL contexts, university students often face difficulties in comprehending reading texts. Therefore, this research study was conducted to explore these challenges and find out the major factors that influence students' reading performance, including the use of reading strategies, motivation, and the learning environment. It also aimed to suggest some practical approaches to facilitate them in their better reading comprehension.

## **Literature Review**

### **Theoretical and Pedagogical Foundations**

Reading is not just going through the words and sentences and recognizing their pronunciation and organization. Mental and psychological processes are to be importantly employed in understanding texts. They simultaneously use their prior knowledge, language skills, and critical thinking to understand interpret and construct meaning from a text (Breiseth, 2009). Skilled readers employ a variety of strategies to enhance their understanding of texts. These include predicting, monitoring comprehension, clarifying misunderstandings, and summarizing key information (Palincsar & Brown, 1986). Research also suggests that activating background knowledge facilitates comprehension and helps readers make sense of challenging material (Pressley & Wharton-McDonald, 1997). Explicit instruction in reading strategies has been shown to improve students' ability to navigate difficult sections of a text and increase overall engagement (Rosenshine & Meister, 1994). By combining strategy instruction with the development of prior knowledge, learners are better equipped to comprehend texts effectively and independently.

### **Learner and Instructional Challenges in EFL/ESL Reading**

Many research reports depict that that learners of English as a Foreign or Second Language (EFL/ESL) often encounter with continuously appearing challenges in reading comprehension due to multiple interrelated factors. It means that there are many factors depending on learners own linguistic, cultural, socio-economic, religious and socio-politico etc. that are responsible which make the learners encounter with reading comprehension complexities. Numerous studies have emphasized that EFL/ESL teachers should continually refine their instructional methods, as learners often struggle to apply appropriate reading strategies and monitor their own comprehension effectively. Students in many EFL classrooms also tend to concentrate on lower-level skills, such as decoding individual words, rather than employing higher-level strategies for deeper text understanding (El Deen & Al-Hamly, 2018).

Intervention strategies also can be useful strategies to bring improvement in their studies. However, those strategies may not be equally useful and effective and

bring lasting changes in their reading habit, maintaining motivation, or believe in their own abilities. In this regard, Li, Gan, Leung, and An (2022) stated that the intervention helps students to perform better in interpreting reading tests. However, it does not lead to a noticeable development in their motivation and encouragement in employing those reading strategies. Therefore, these facts suggest that the use of interactive and strategy-based instruction substantially develops students' reading comprehension and engagement.

### **Effective Instructional Approaches**

Learners can develop their skills in understanding and interpreting the reading texts when the teachers employ effective methods. In Nepali EFL context, teachers do not necessarily apply such innovative reading approaches based on the type of reading texts. In this regard, Bhattarai (2016) mention that secondary level English teachers of Nepal often apply teacher centered methods like the grammar translation method which does not necessarily focus on using innovative techniques that actively makes learners engage in reading. The learners have to be taught in using explicit comprehension strategies so that they can exceedingly improve in their reading results. In his study, Okasha (2020) explored that the students studying English at Saudi University as a foreign language demonstrated better when they became perfect in using the CPQS model focuses on clarifying, predicting, questioning, and summarizing. when he encouraged his students to employ this model, they started thinking actively on their reading, This model encouraged students to think actively about their reading, made them able to predict, asked questions, and summarized the main ideas. Therefore, these students showed considerably better performance than those who were taught using traditional teacher-centered methods in their reading. Although these studies were conducted in different contexts, these findings also can be applicable in Nepali EFL setting even though the study was carried out on the different EFL contexts where students are likely to face similar challenges in developing reading comprehension when they are instructed to employ traditional approach.

However, researches show that developing innovative teaching reading strategies and techniques on their own are not enough operational and effective. In this context, Shanahan (2022) emphasizes that teachers should work on developing learners' background knowledge and vocabulary, as strategies alone cannot make up for limited linguistic or conceptual understanding. Similarly, Li et al. (2022) point out that the effectiveness of intervention programs differs greatly depending on factors such as their duration, quality of implementation, and the level of ongoing support and practice provided to students. Therefore, the application of effective reading

strategies and the development of learners' comprehension skills should be integrated within instruction.

### **Reading Strategy Use and Learner Engagement**

The development of reading comprehension skills in learners largely depends on their use of reading strategies, emphasizing the key role of engagement and self-monitoring. Elementary level EFL students often attempt to use the common techniques such as skimming, scanning, inferring meanings from context, identifying main ideas, and summarizing. More engaged readers who exhibit a richer variety of cognitive and metacognitive strategies, while less proficient readers demonstrated limited awareness and irregular use of such strategies. However, their use of these strategies varied in awareness and consistency whereas weaker readers showed limited understanding and irregular use of such strategies (Mosully, 2023).

### **Contextual and Local Challenges: The Nepali EFL Setting**

In the Nepali EFL context, many studies have shown that teaching reading comprehension is a major challenge at both school and university levels. English teachers and learners alike encounter numerous difficulties in the classroom, which often hinder effective teaching and learning. As a result, students frequently struggle to perform well in reading comprehension tasks. This is evident not only in their day-to-day class participation but also in their results on examination papers, where many are unable to demonstrate their full potential. Reading instruction is influenced by various factors such as limited resources, large class sizes, and diverse linguistic backgrounds that affect the way reading is taught. In his study, Bhandari (2024) has explored that English teachers of secondary have been facing many difficulties while teaching reading comprehension texts. In their teaching experience they share that they have lack of resources, they have to teach in the overcrowded classes, and also they state that the students do not have same linguistic backgrounds rather they have diverse language backgrounds. These issues have been burning issues in Nepali EFL contexts at levels.

Students of any EFL contexts do not have same level of English proficiency. Therefore, teachers should be tactful to teach them successfully. They need to accommodate those students who have such diverse levels of English proficiency and competence in a single classroom. Teachers should use different strategies to make them engage in their reading texts. Dawadi (2017) has explored that learners should be encouraged to employ cognitive strategies such as summarizing, inferring word meanings from context, and identifying main ideas to comprehend the reading texts rather than applying metacognitive strategies. Metacognitive strategies basically focus on developing plan, monitor, and evaluate their comprehension processes. In

her study it is also found that learners who employ cognitive strategies more frequently, they perform better on tests and other assigned tasks related to reading comprehension. Studies of other scholars have explored genuine issues that affect teachers and students teaching and learning reading comprehension. Personal and school factors affect students' reading habits. If they are personally motivated and encouraged and get teachers' and school's support developing self-access center with digital contents they can develop good reading habits and skills (Adhikari,2023 and Dahal,2024).Supporting Adhikari's study, Manandhar et al. (2024) also investigated that students who are highly encouraged and supported in their reading, they can show better performance. The studies which have been carried out by Nepali and other foreign scholars suggest that teacher's and school's support greatly motivates and encourages students to improve reading skills in Nepali EFL classrooms. This present study also has aimed explore how reading strategies, learning context, and motivation influence students' reading performance.

Students should be supported in various ways to build up and develop their reading habits. Guidance from teachers, creating self-access center of reading materials, and a positive and supportive learning environment are the basic requirements for the development of good reading habits in the language learners. In this context, numerous studies carried out in the Nepali context have emphasized that improving students' reading performance needs more than just focusing teaching strategies. Therefore, Dhakal (2024) reports that that teaching reading strategies such as activating prior knowledge, asking questions, summarizing, predicting, and making personal connections help students engage more actively with reading. However, they also need teacher's guidance with good learning environment. Similarly, Adhikari and Shrestha (2023) also have observed the same facts that suggesting effective teaching strategies and techniques cannot enhance their reading comprehension skills, their reading habits, teacher support, and favourable learning environment highly influence whether these strategies are objectively practised and improve comprehension performance. In his study, Khadka (2025) examines that junior level students often depend on cognitive strategies because teachers do not preferably suggest them to use metacognitive strategies that can negatively affect their reading comprehension outcomes. Another important factor affecting on learners reading comprehension is also their cultural and educational backgrounds (Tiwari,2024).

### **Implications of the Reviewed Literature and Research Gap**

The literature which has been reviewed has shown that reading comprehension is not an easier task for learners and even professionals. It is a complex process which requires language ability, background knowledge, motivation

and strategies. Summarizing, questioning, guessing etc have been the influential strategies to be employed to understand and enhance reading comprehension (Dhakal, 2024; Adhikari & Shrestha, 2023; Khadka, 2025; Tiwari, 2024). They add that these strategies can only be effective when they are employed with teacher's proper guidance, encouragement, and access to reading materials. To enhance reading comprehension, teachers need to play a key role that they have to consider both teaching techniques and also create a supportive classroom environment that motivates learners to use those strategies independently while reading texts. In addition, learners' background knowledge, exposure, exposure, motivation and teacher involvement should be integrated with strategies that facilitate in reading comprehension. Although these all findings and insights are quite helpful for both teachers and learners. These researches have been conducted on examining the strategies of teaching reading comprehension and challenges the teachers and learners have faced. Many of the studies have focused either on which strategies students use (Dawadi, 2017; Khadka, 2025) or on challenges faced by teachers (Bhandari, 2024). They have not equally focused on the possible solutions to face challenges which both teachers and learners have faced while teaching and reading texts. Therefore, the present study aims to explore challenges, effective strategies, role of motivation, encouragement and engagement with teacher support on successful reading comprehension particularly on Nepali EFL setting.

### **Methods and Materials**

As this study was based on the philosophical underpinnings of qualitative research particularly for the exploration of learners' challenges in reading prescribed English texts, phenomenological research design was employed as suggested by Creswell and Poth (2018) and Leavy (2014). The study also followed the guidance of van Manen (1990) and Moustakas (1994), who emphasize the exploration of participants' experiences and the meanings they link to them.

### **Participants**

The participants of this study were ten Bachelor-level students studying in B.Ed First year at a constituent campus of Tribhuvan University, Nepal. There were in total 112 students admitted in the first year. As this research was based on the qualitative research only ten students were selected using purposive sampling. They were selected to explore their lived experiences and perceptions related to the challenges they have been facing while reading English texts in the EFL context. With the beliefs that the research design phenomenology seeks to understand lived experiences of every student who has encountered with a common phenomenon, the purposively selected individuals were believed to be appropriate for the exploration of their deep and thoughtful observations into the challenges face during their reading

comprehension of the prescribed texts by the university (Creswell & Poth, 2018; Moustakas, 1994).

### **Sampling Procedure**

Grounded in the qualitative research, this study selected the phenomenological research design to explore students' lived experiences and understandings. Only ten students studying at B. Ed. first year were selected from of the constituent campuses of Tribhuvan university. They were purposively selected from different major subjects such as English, Nepali, Economics and Health as the participants for this study. Although, Creswell (2014) notes that in qualitative research, three to five participants may be sufficient, ten students were selected due to the researcher's own practical access, as these were students he taught regularly. The researcher confidentially selected that number of participants because of his practical considerations, such as time, travel, and resources. The participants who were selected were his own students teaching General English (411) so that his students provided rich and varied insights and experiences as well. While phenomenological research emphasizes on deeper insights rather than wider area, this small-scale research has been able to successfully capture thick and diverse data (Smith, Flowers, & Larkin, 2009).

### **Data Collection Procedure**

For this study, data were collected systematically employing group discussion as a tool for data collection (FGDs). There were ten participants who were selected purposively and were interviewed for about to 30 minutes. The interview was informal where students shared their lived experiences, insights, perceptions and observation enthusiastically. The interview was differently conducted for this research that all the students were asked to live together in a circle. The researcher had managed tiffin and cold drinks for them because it would take long time to complete the interview. The interview was run for four days in the first stage. The students seemed to be nervous on the first day but on the other three days, they were enjoying sharing their experiences over reading English texts. The researcher stayed with them frequently when he felt that data were not sufficient. The researcher also was so excited to hear and explore their unexpected insights raised by participants (Creswell & Poth, 2018, p. 156).

The researcher had already asked them to write their observations while they were taught by the teacher researcher. They had kept them as reflective journal that could be a source of data for the researcher. These reflective journals were used to capture their personal experiences, reflections, and challenges while reading prescribed texts. Both the participants and researchers felt comfortable while sharing

and gathering the data because this method allowed each and every participant to express their ideas freely over time, sharing insights that supported the focus group discussions (Creswell, 2014). As suggested by Leavy (20014), that qualitative methods enrich data because it suggests to employ more than one tool of data collection. The collected were thick because participants were selected on the consideration of researcher's practical access and learner motivation, following Dörnyei's (2007) principles for choosing participants who are actively engaged. The researcher equally considered the phenomenological principles to understand participants' perspectives and lived experiences as suggested by Lin and Norton (2021) to ensure the trustworthiness of this study, framework of credibility, dependability, confirmability, and transferability was seriously considered throughout the data collection process as suggested by (Lincoln and Guba's (1985).

### **Results and Discussion**

The data which were gathered were analyzed using thematic approach of analysis which allows the researcher to explore participants' lived experiences in depth (van Manen, 1990; Giorgi, 2009). The data gathered were transcribed so carefully and systematically. The data were carefully read and reread and gain a comprehensive understanding of participants' perspectives (Creswell & Poth, 2018). The presented data of the participants which were significantly related to teaching and learning reading comprehension skills were interpreted to reveal their underlying meanings staying close to the original context (Moustakas, 1994; Polkinghorne, 1989). These drawn meanings were then grouped into broader themes acknowledging individual differences (Smith, Flowers, & Larkin, 2009; Braun & Clarke, 2006). The themes were finally synthesized to capture the essence of the challenges faced in Nepali EFL contexts by the students during their reading English texts prescribed. It provided a clear picture of both common experiences and unique insights of the participants in Nepali EFL context. (Moustakas, 1994; van Manen, 2014).

#### **Difficulty in understanding the main idea and meaning of texts**

The basic objective of reading is to gain the main idea and the overall theme of a text given. However, many students feel difficult in this process almost all the EFL students. The students who become unable to gain the overall theme or meaning of reading texts lack sufficient linguistic and strategic competence. This is common problem for almost all Nepali EFL learners, who often find it difficult to understand the main or theme of English reading lessons. One of the participants related this view as:

When I go through a reading lesson, I cannot easily understand the text because I cannot understand the vocabulary. Sentences are so complex so that I cannot get the meaning. I also do not know the background information or context of reading texts.

The above remarks indicate that students basically face the challenges such as limited vocabulary, complex grammatical structures, and unfamiliar expressions that ultimately make comprehension slow and frustrating, boring and time consuming. In this regard, Alderson (2000) states that foreign language readers often experience difficulty at constructing meanings because they may have limited lexical knowledge and unknown about background information of the reading texts.

### **Limited vocabulary and pronunciation problems**

Vocabulary is a building block of a language which the learners should know its meaning and formation process. In this regard, Nation (2001) states that vocabulary knowledge is a must to comprehend reading texts, if the learners do not have much vocabulary power, they cannot fully grasp the meaning of texts. Therefore, Laufer (1997) states that limited vocabulary restricts learners' ability to get the meaning from context that make them frustrated and fail to understand the theme of text. The data gathered for this study also clearly shows this view. One participant expressed her experience as:

I don't want to complain my teacher. I have a problem that I do not much vocabulary power to understand reading text. Also, I can't pronounce them correctly. I cannot read or pronounce the words even if my teacher asks me to follow him. I also cannot differentiate the meaning of the words like *there*, *their*, *peace*, and *piece*, which confuses me even more.

The challenges which the participant has shared only does not hinder at comprehension, it also reduces the confidence level. It is the rooted problem where the learners have limited exposure to authentic English (Richards & Renandya, 2002).

### **Dependence on translation and memorization**

It is well known fact that students cannot develop their competence in the reading comprehension. However, it has been practiced for long in Nepal. The maximum and frequent use of translation in teaching reading and other skills make learners dependent and passive (Nunan, 1999). Agreeing with Nunan, Creswell (2014) critically comments on the use of translation technique and memorization. He says that understanding is hindered by mechanical learning and rote repetition. In this regard one participant remarks:

I always expect the use of translation from the side of the teachers and I also practice same when I read myself at home. When my teacher translates the text into Nepali I become assured in the meaning of the text. Without translation, I can't make sense of the text. Sometimes I memorize the lessons just to pass exams, but I cannot understand what the reading text has as a subject matter.

This participant reflection show that students do not have competence over metacognitive strategies. Planning, preparing, monitoring and evaluating skills are to be employed to understand the text (Oxford,1990). Students seem to be habituated in the banking model of education which is harmful for the learners of any level (Freire, 1970).

### **Classroom interaction and peer related challenges**

Reading independently sometimes does not help learners to go ahead in their reading understanding. They need the interaction with their colleagues or fellows either in the classrooms or elsewhere. They also should have collaborative learning which has many advantages for the learners. Social interaction scaffolds learners to construct meaning from the passage they read (Vygotsky,1978). However, one of the participants presents his understanding differently. He shares as:

I am always afraid of interacting with my friends in the classroom when my turn comes to share my understanding of the lesson assigned by the teacher. I can't share my understanding in front of my friends thinking that I am poor to my friends.

This participant reflection shows that students cannot learn better when they do not involve in collaborative work. Brown and Larson-Hall (2012) also report that students learning ability is limited when they do not involve in the classroom discussion.

### **Lack of grammar knowledge and analytical skills**

Students feel difficult to understand the reading texts when they do not have grammar knowledge. They cannot summarize, analyze, or discuss texts effectively without the knowledge of grammar. Celce-Murcia (2001) states that grammar knowledge is a basic foundation for meaningful communication and comprehension in understanding the texts. Similarly, Ur (1996) also presents that incomplete knowledge of grammar often limits learners' ability to understand, interpret and produce meaningful sentences. In this regard, one of the participants has shared her similar experience.

I do not have sound knowledge of grammar of English so that I cannot understand English lesson. If I cannot understand the text do not ask me whether can critically interpret it or not. I was very poor in English grammar from the elementary classes.

Her experience is relevant with the study of Hinkel (2006), who presents that the students who lack grammar knowledge, they face challenges in reading comprehension. This reflection of the students suggests the teachers that they first should make their learners competent and only relate their study towards comprehension.

### **Cultural and linguistic barriers**

Culture is an integrated part of learning language. Cultural background is naturally included in every reading text. It cannot be devoid of language. Therefore, foreign language learners should be taught about the cultural aspect the reading texts. In this regard Byram (1997) focuses that that cultural competence in learner is an essential part of language learning. Otherwise, they cannot fully comprehend and interpret text without awareness of its cultural context. Kramsch (1993) also argues that textual meaning meaning is inseparable from cultural meaning. If the learners become unable to recognize cultural aspects, they may interpret the texts and language learning can be disrupted. In this regard, shares his experience as:

I cannot understand some cultural terms of English. As a result, it stops my reading. I do not find their meaning in the dictionary, it has really become so challenging for me to understand reading text of English.

The participant's experience is consistent with the study of Carter and McCarthy (1997), who presents that EFL learners often encounter with idiomatic expressions, cultural references, and discourse patterns which they do not find in their first language. As a result, they feel it challenging in comprehending reading texts of English.

### **Overuse of the lecture method and passive learning**

Lecture method is still very popularly used to teach English as a foreign language in EFL contexts in the world. This practice is also widely found in almost all the levels of education. Because of this student cannot be competent in using language either in speaking or writing or in reading. Students remain passively listen to their teachers and they copy the lecture notes and the is over. Therefore, Freeman and Johnson (1998) report when the students are taught employing lecture method with no opportunity of interaction to the learners that ultimately makes learners poor

in understanding and retention of the text message or theme. Likewise, Harmer (2007) focuses that to develop critical thinking, understanding, and communicative competence, the learners should be given ample opportunities and make them active in their learning process. Similar problem has been shared by a participant as

Teacher often uses lecture method, he gives lecture notes and the class is over. We cannot get opportunities to ask questions when we are in confused in any topic. Also he does not encourage us to do interaction among our friends. I think he does not teach for us teaches us to complete the course.

This participant's reflection is consistent with research by Brown (2007), who states that learners learning autonomy and motivation may be lost when there is the vehement use of lecture or teacher centered method in the EFL classes. The findings also suggest English teachers to employ learner center approach in the EFL classes. The teachers can use techniques such as group discussions, peer reading, and task-based activities, to promote active learning and improve reading comprehension.

### **Challenges in student engagement during explanations**

In this study some students have presented their common observations. Both excessive use of explanation and absence of interaction with their colleagues do not seem to be sound. Teacher's explanation creates monotonous and make them inactive. This shows that learner engagement is the major part of learning whatever skills the teacher teaches them. Therefore, Lightbown and Spada (2013) present that learner engagement is essential part for meaningful language learning, therefore, it should discourage in the use of lecture method. Similarly, Ellis (2008) suggests that active participation and interaction allow the learners to construct meaning, enhancing both understanding and retention. In this context one participant remarks as:

My teacher usually explains the text in English for a long time, I feel bored and cannot pay my attention properly. It becomes monotonous to listen to him all the time. I don't understand the text fully and it's hard to remember what I read.

This representative participant's observation is also consistent with the concepts presented by Nation (2009), who notes that learners cannot develop their learning strategies in their own if there is no the environment for active learning involvement. Therefore, there is a need for effective use of varied teaching methods

consisting of peer discussions, group activities, and scaffolder support to develop reading comprehension skills in the learners

### Conclusion

This study explored the challenges of reading comprehension that have been faced by B.Ed. first year students of Tribhuvan University of Nepal. The findings drawn from the study revealed almost all the students face the challenges in understanding the main ideas of English texts, pronouncing words accurately, and comprehending the meanings of unfamiliar vocabulary. Furthermore, it also explored that the students have limited exposure to English, depending on translation techniques, and the practice of teacher-centered methods further hinder in reading comprehension. These findings are aligned with previous researches emphasize on meaningful reading needed both linguistic competence and strategic engagement with learner's motivation rather than rote learning (Grabe & Stoller, 2013; Nunan, 2015; Ellis, 2012). On the whole, the study suggests the teachers that they should focus on interactive reading practices, vocabulary development and student-centered techniques to build up confidence and develop reading comprehension skills. In addition, they also should be made familiar about the foreign language culture, complex grammar structure etc. Finally, teachers are suggested to reduce the teacher talking time and maximize students talking time though some students do not prefer to engage and interact with their friends while reading texts.

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