Letting the Struggling Saudi EFL Readers Take Lead: How Teachers Transform English Language Instruction

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Abstract—The paper intends to divulge and argue the major reading problems Saudi students face and flaws in contemporary research that affects a lot on developing their reading skills. The problems and pitfalls related to reading skill, prime facie, seem traditional but widely discussed; hitherto, remain unsettled in the arena of language learning. The researcher tries to explore and shed light on these problems while achieving different asymptotic levels of performance, constrained and unconstrained skills to observe and experience how far and fast the Saudi EFL learners master the reading skills in and out of classroom settings at Jazan University. It is solely based on experience and observational data that the researcher has collected on his students' everyday classroom performance. The paper also monitors how far the previous findings contributed to overcome struggling readers' problems and improve their reading abilities and suggests how recognizing these major occurring problems may endow with an authentic and viable initiative for planning reading instruction and interventions. Hence, the present study aims to provide in-depth examination and interpretation of struggling Saudi EFL learners' problems and challenges meting out different texts in structure and related aspects on different reading tasks. The paper concludes with some vital suggestions that would indubitably help learners and teachers practice in realia to lessen anxiety, achieve desired outcomes and evolve educational policies for language instruction, evaluation and assessment.

Index Terms—motivation, reading difficulties, Saudi EFL learners, struggling readers, vocabulary

I. INTRODUCTION

The research has given all of us an incredible chance to have an impact on the academic world. Currently, there are many institutions, forums, and initiatives that are working to expand access to research higher education. With such high partaking, we hope it is only a matter of time before the benefits of worldwide research are truly realized. It's very difficult to dispel that global research acknowledges it as an EFL learning paradigm.

The EFL learners in Saudi Arabia face many problems in the process of language learning but 'learning to read' is the one where they are stuck the most. The teachers also discuss at length to take remedial actions consequently strive to faster develop the reading skill, better their language learning and academic achievement. The recommendations of various studies also read and found not appropriate and congenial to the learners. The learners have different problems depending upon their first language, culture, and region. The new syllabi, technology, course objectives, limited time, social and parental expectations, and academic pressure are a few that hinder the development of reading skills. Therefore, the contemporary research on reading skills is not sufficient to overcome all flaws and pitfalls the learners face today, but it needs special attention that makes this research toil at the grassroots. The study pulls out its scope by getting into the findings of major contemporary studies on developing reading skills in context to EFL learners, which is discussed in the succeeding heading.

The notion of developing reading skills amongst EFL learners at the same pace also misleads the teachers and affects the stipulated milestones. We must acknowledge the fact that transformation from a beginner-mid-average to be a confident and fluent reader needs consistent and headstrong learning. Each learner has to travel through a long journey to attain pre-literacy skills, knowledge of phonological and phonemic awareness, fluency, cultural factors, simple and short to long and complex comprehension texts to attain advanced vocabulary and fast reading; consequently, uplifting and facilitating the learner to boost empathy and motivation, read and comprehend long texts correctly, solve problems, review, timely completion of homework and achieves the desired learning outcomes efficiently and effectively.

The purpose of the article is to make teachers and learners aware of struggling readers' problems they face in reading texts and then suggest remedial actions that the teachers may incorporate in differentiating classroom instruction and future planning and assessment. Herein, we take up problems of EFL learners that are mainly experiential in nature and not learners with dyslexia or any other disabilities.

II. PURPOSE OF STUDY

The contemporary research on reading skills is not sufficient to overcome all flaws and pitfalls the learners face

today, but it needs special attention that makes this research toil at the grassroots. The study pulls out its scope by getting into the findings of major contemporary studies on developing reading skills in context to EFL learners, which is discussed in the succeeding heading.

Literature Review

Reading difficulties vary from person to person, language to language, and from generation to generation. An array of research and explanations has been proposed for different readers' difficulties, as part of a growing literature on reading skills in language learning. Reading skill indubitably has its own vivacity in language acquisition and is considered one of the most important communication skills as it can improve the overall language proficiency (Snow et al., 1998; Krashen & Brown, 2007; Sharma, 2018). Rivers (1981) named it not only the most important activity, a source of information, a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. Goodman (1973) declares reading as a learner's interaction with a message encoded by the writer, directing his total prior experience and concepts he attained, as well as the language competence he has achieved. Hoover and Gough (1990) mention reading as the ability to take lexical information (i.e. semantic information at the word level) and derive the sentence and discourse interpretation. Ehri (1991) described four different ways to read words; decoding, reading by analogy, reading by the prediction made from context, and sight word reading.

The aforementioned and the ensuing studies have dealt with the reading difficulties encompassing through varied angles and the findings indeed contributed to bringing comfort to the struggling readers. The researcher doesn't question the efficacy of researchers that dealt with these reading problems and assessment; nevertheless, observed that even the name "reader's problems" is a misnomer.

The results of studies carried out on EFL learners focused on numerous problems the readers repeatedly face. The learning pace and process information vary among learners because of many differences: personal, cognitive, cultural, socioeconomic, linguistic competence, etc. Reading doesn't confine readers to syntax and semantics but a cognitive application to text that integrates across a range of sources of information, from lexical features to knowledge concerning events in the world, and reading comprehension in 'balanced literacy' results from developing skills in the areas of decoding and linguistic comprehension (Kirby & Savage, 2008).

Alsamadani (2008) illustrated that lagging behind is a cognitive difficulty associated with the process of reading in another language. Qrqez and Rashid (2017) mentioned ambiguous words, unfamiliar vocabulary, accuracy, speed, and limited available time to cognitively process the text. Raihan and Nezami (2012) stated problems related to spelling and pronunciation, and Rahman and Alhaisoni (2013) found students' poor proficiency and lack of good learning materials. Elwer (2014) ascertains much instability in compromised oral language skills, such as vocabulary, grammar, and verbal memory across all test occasions. Rajab and Al-Sadi (2015) identified lack of interest and lack of motivation towards 'academic reading' as the major problems in reading texts. The other studies found that poor readers might spend less time reading, therefore, develop limited vocabulary and general knowledge (Yunus et al., 2016; Ismail & Yusof, 2016). Since researchers do differ about the frequency and occurrence of reading difficulties. Quite a few studies consider decoding and linguistic comprehension to represent more than 70% of the variance in reading comprehension (Catts et al., 2005).

After the in-depth analysis of these studies that underscore the reading difficulties among the struggling readers, the researcher feels much left to explore struggling EFL learners that would ostensibly suggest new ideas and notions and further open new boulevards concourse to aspiring researchers to move beyond the context and languages. Ensuing paragraphs will enlighten on the research methodology, major reading difficulties coupled with the observations and outcomes.

III. RESEARCH METHODOLOGY

The research follows an observatory and experiential approach to investigate and analyze the major difficulties and challenges that Saudi EFL learners face in formal settings. Anecdotal evidence shows that the quantitative methods and numeral methodologies may lessen the scope merely to numerical measures and neglect oblique, major revelations, essential explanations, and clarifications. The researcher who taught observed, and experienced in classroom settings, considered as a research tool to gather observations from over 150 students in their first academic year studying at Jazan University during the last three academic years. The major mistakes committed by the student participants during reading texts in the classroom were identified, their responses to the reading comprehension questions were analyzed and monitored regularly and their reading skills were evaluated throughout the process and in the formative assessment.

IV. DATA ANALYSIS AND MAJOR FINDINGS ON STRUGGLING READERS' DIFFICULTIES AND CHALLENGES

Reading is an indispensable skill that has a huge impact on one's personality and performance as a whole. It is an interactive process consisting of inferring, knowing correct sounds and comprehension (Kamhi & Catts, 2008). The reader should get ample opportunities to learn, develop and excel in their reading skills which are likely to attend and address their critical problems that crop up constantly in the reading process. A few variables such as reading attitude, reading purpose, prior knowledge about the text, textual structure, and vocabulary knowledge contribute to success; comprehension is determined by the interaction of the reader with the text (Yıldırım, 2010).

The constrained skills include print awareness, phonemic awareness, alphabetic knowledge, spelling, and fluency which are supposed to be mastered the most at the school level. The aim of classroom instruction is to attain an understanding of these skills so as to overcome anxiety, apprehensions, and fear to get complete control of texts. Unconstrained skills are the long-term and life skills that are mainly developed at the tertiary level and consist of verbal language, lexis, comprehension, analysis, compose and developing critical thinking. The researcher makes a seminal attempt to take a holistic overview of the inter-related factors which constitute reading comprehension challenges in their totality. There is no comprehensive observatory and experiential study that determines and analyzes difficulties Saudi students face in realia to master constrained and unconstrained skills. Therefore, let's dive deeper to discover and illuminate the major problems the struggling EFL learners face.

A. Decoding of Words

Decoding is an interactive and complex process for readers in every language and is evenly vital in reading, understanding and exploring valuable ideas in English texts. It becomes more essential to extract meaning from comprehension texts across academic disciplines. Hammerberg (2004) states that the construction of meaning consists of more than the reader merely decoding words and saying them aloud in his/her head. Rather, it is an interactive process, which involves the instant and active construction of meaning while reading.

The students while reading texts encounter unfamiliar and out-of-context words made them difficult in sounding out words, not able to put sounds to letters to sound out the text language. Most students struggled when they met unfamiliar words. Proper and timely phonics instruction, guidance, motivation, and continual practice with reading different texts loud eventually improved immensely making students get rid of shyness and hesitation to be confident, think critically and improve comprehension ability. Klingner et al. (2007) opine when the learner reads words correctly, s/he must be able to go beyond the text's literal meaning in order to appreciate the author's intent and think critically about deeper layers of meaning.

B. Prior Knowledge

The students have Arabic as their first language and obviously dominant amongst students' interactions in class. They have implausible strength and incredible potential to learn but lack pre-literacy skills. This affects not only their performance in the curriculum but also has an adverse impact on their curiosity to learn and use English. The researcher earlier in his article (2019) observed that a few students have problems with literacy skills, which affect their learning in the new curriculum and demotivate them to learn English. Moreover, the students have multiple intelligences and different learning styles, also struggle in reading and writing respectively. Some students are slow learners and do not have pre-literacy skills. The students have less knowledge of fundamentals, importance, and acceptance of the English language globally consequently struggle with many reading problems in the class. Kintsch (2013) stated that for a student with low prior knowledge or experience about the topic of the text he is reading, his reading comprehension, as a result, will be poor (Kintsch, 2013). And the students studied English subjects in school just to pass, and a few factors lack practice in class, the limited time allocated to learning English at school also stalled their language learning (Alzahrani, 2009). The researcher builds up students' foundation of the English language to develop their basic reading skills, igniting the spark to activate their prior knowledge correlating with the prepared pre-reading exercises and also given in the textbook to enhance their text comprehensively.

C. Inadequate Lexical Knowledge

Strong reading skills constitute adequate lexical knowledge to better comprehend the given texts across expertise. Ample lexical knowledge makes decoding and reading easy, speedy to critically analyze and evaluate the unseen texts. The students expand their vocabulary through regular reading that in turn develop and widen up knowledge about world occurrences. It is through reading that students expand their vocabulary and then put it into practice in writing to develop ideas and perceptions about the real world and then excel in other communication skills as well (Sharma, 2019). Most of the students had fewer words in their fold causing poor comprehension, obstruct growth, and being bit-hesitant to share their reading difficulties. On the other hand, students with good vocabulary had taken less time and shown a better ability to read and understand texts. We taught them the significance of word-knowledge-power, provided lexicon prior to reading, and its importance incorporating and correlating with reading comprehension that helps in decoding and interpreting words correctly. Grabe and Stoller (2011) also affirmed that the most fundamental requirement for fluent reading comprehension is rapid and automatic word recognition or lexical access – the calling up of the meaning of a word as it is recognized.

D. Reading Techniques

Students having a gamut of learning strategies excel much faster than students without strategies. The learners use or scaffold them as per their choice, interest, time, and convenience to get the maximum knowledge and understanding. These strategies help them to ignite their prior knowledge to infer the main idea or contextual guess, enhance lexical knowledge, and motivate them to improve their literacy skills. Teachers, on the other hand, may use effective techniques that include: modify their teaching skills; preparing relevant study material, identifying the problematic texts, struggling readers and their reading difficulties, phonological knowledge, reading aloud, scaffolding, motivational

techniques, and clear and systematic instructions. Duke and Pearson (2002) mentioned that poor teaching skills and teacher training programs, reading books of their own choosing, listening to the teacher read aloud to the class, scaffolding, systematic vocabulary instruction, and reading aloud are among the most effective techniques.

E. Reading Fluency and Accuracy

The readers have to be fluent enough to read with correct pronunciation to enable themselves and listeners to comprehend the read-out text completely and correctly. Reading text has always been a cognitively challenging task because it needs concentration and promptness to process, connect with the prior knowledge to store vital information in the mind. Many students who were less fluent struggled in reading texts because of limited word knowledge and poor decoding ability. The teacher supported the students with systematic instruction on extensive reading, giving students ample time to practice and complete reading tasks. While monitoring these two, we didn't expect and considered speedy reading but evaluated how much one has comprehended the text. The authentic reading texts from the assigned book have many difficult and unfamiliar words and only a few students could infer and guess the given text with the given clues and pre-reading activities. However, the students gained momentum in reading texts regularly enabling them to recognize more words effortlessly upward their fluency, proficiency, and accuracy of the reading text. Although the Saudi educational system has included the teaching of English for a very long time, students' proficiency in English in general and in reading in particular, is far from satisfactory (Al-Karroud, 2005; Al-Qahtani, 2010; Al-Roomy, 2013).

F. Arabic vis-à-vis English

Both languages have vast social, cultural, linguistic, and pragmatic differences. Students have sound knowledge of the Arabic language and are perceived with canards and misconception about the learning of the English language that it's very complex and challenging. English is entirely new to EFL learners because of different rules to L1 (Arabic), writing pattern (opposite in both), and the difference in pronouncing English words (silent words) and writing the same differently in English whereas Arabic has similar forms in both reading and writing respectively. Mourtaga (2004) stated that for Arabic speakers, learning to read English is associated with a variety of challenges and difficulties including poor vocabulary, grammar, and syntax which need to be explored in order for them to be taught and these problems overcome. The teacher gave an explanation of learners' preconceived pessimistic conception of the English language and taught the differences in both languages (L1 & L2) in the beginning, and also demonstrated in the course of reading texts. The researcher in his previous article (2015) found few English consonants as problematic ones for Arabic speakers that make students commit several errors while reading, speaking, or writing in English because of the great influence of their mother tongue. The students could succeed in processing information faster and constructing meaning in reading texts on the basis of their real-life experiences.

G. Phonetics and English Spelling

The English language has many silent letters and unexpected sounds and the students often get astonished to experience this. Students struggle to draw sounds to alphabets and sound out words in reading texts. They faced difficulties in pronouncing letters and words then decoding, poor understanding of words (phoneme, syllables, stress words, silent letters, and different sounds, etc.), sentences to the text reading. This reading created chaos, disappointment, frustration in students' minds. Therefore, the teacher had to create phonemic awareness that covered various features of phonetics to articulate the words correctly. It took time to convince and motivate students by altering teaching strategies to more student-friendly, planned lessons, and activities using technology connected to their level and real-life experiences. These eventually facilitated students to feel confident and reading less challenging. All students had smartphones with different applications on language learning used them whenever and wherever which surprisingly and unexpectedly enhanced their reading and literacy skills considerably.

H. Quizzes and Exam Phobia

The main cause of struggling students in reading is to take up formative and assessment exams. Students feel insecure and focus more on scoring marks rather than strive to improve their reading skills. Mustafa (2002) stated that much of the teaching inside the classroom is test-driven instruction that is generally geared towards passing the final exams. All the courses have their standard schedule to criteria to assess students and the teachers have to abide by the instructions. Similarly, the researcher herein followed the given schedule but was flexible in conducting formal exams but monitored strictly that often led to change teaching strategy, study materials, and activities (pre-reading, while reading, and post-reading) prepared for the students within the purview of the University curriculum. The texts were selected from the main course-book for the activities developed for the students to read, participate and observe. Pre-reading activities were very useful to activate prior knowledge, to read, comprehend and anticipate pictures given in the text, together led to yearning to learn, and prompt to ask questions about the text. While-reading activities assisted the teacher to read and discuss in pairs, forming new ideas relating their real-life experiences with the pictures and contents given in the text. Post-reading activities helped to know how far the previous reading facilitated them to think, feel, understand, analyze and summarize the main points on the text. The students displayed encouraging performance not only with the planned, organized, and flexible approach from the teacher but also unconditional and constructive support from the course-administration.

I. Lack of Interest and Motivation

Saudi students often feel in odd situations when they come across reading text that is unfamiliar and new to them. They expect the texts to be related to their previous knowledge, directly relate to their personal interest and subject. They get less time given to EFL reading because of more emphasis on the core subjects, fixed credit hours, and time constraints. As a result, the students lose interest and are demotivated to read the texts. Hidi and Renniger (2006) claim that personal interest originates from an intrinsic desire to understand particular topics. However, the researcher observed that the planned and organized contents of the course curriculum (consisting of many activities) with sound teaching strategies gradually create interest and motivate students. The activities that make acquaintances between the reading texts and learners' personal experience always help increase in reading. Motivation (intrinsic and extrinsic) is the key ingredient to develop reading, and motivated readers interact and participate more in analyzing, discussing, and summarizing the texts. Anecdotal evidence found this concept a huge upshot on learning any language (Brown, 2007; Hedgcock & Ferris, 2009).

J. Lack of Reading Habit

The most vulnerable aspect affecting readers' success is inconsistency or no reading habit. The students didn't inculcate reading habits at the school level and home and also no one inspired and motivated them either. The researcher was surprised over students' revelations that they hardly read any book or newspaper at home and were never told about the importance of reading. However, some students have positive opinions and approaches for reading they are motivated by the teachers, elders, and friends. The researcher exploited students' interest in smartphones establishing groups on social media for reading purposes. It led them to share, participate and read messages, quotes, and short paragraphs that enable them to use at their convenience. The students learned how to preview, skim, scan, infer, and guess new, unseen and unfamiliar words using cues while reading the text. The researcher in an article (2019) on social media argued that it has a great pedagogical potential for improving language awareness, grammar, vocabulary, and fluency; thus, the course designers must step forward to develop curricula and programs to keep abreast with the new technological advancements to increase instructional effectiveness and learners' efficiency. The integrated skills i.e. reading and writing given in the course-book also facilitated students to read more attentively. It is tedious, long, and consistent monitoring and mentoring, but gives satisfaction as students display confidence and interest in reading texts.

K. Lack of Reading Environment

This is the least attentive area to develop reading but contributes the most resulting in students being hesitant, shy, anxious, and worrisome in reading context. Every student needs a conducive environment to succeed in the subject s/he wants. In reading, the readers gain their comfort, relaxation, and eagerness to read and comprehend the desired texts. Teachers, administration, parents, elders, and friends may create a healthy environment that may help readers keep away stress, strain, anxiety, passivism they encounter while reading. Teachers may motivate, guide, and support in the classroom; parents may inspire and encourage at home; administration may support providing the trained teachers, time, enhanced reading programs, reading room, and library. Without the aforementioned means, students cannot get the help needed to resolve their problems and they experience adaptation problems in their classes (Bender, 2012). Timely support, encouragement, activities planned and empathy have shown substantial improvements in developing students' reading skills. The struggling readers started to interact, discuss and participate in peer/group activities with the sound and peaceful conditions eventually effective performance at par with motivated students. This is already proven in several studies (Lyon et al., 2003; Sharma, 2018).

L. Lack of Support and Guidance

The EFL readers have misconceptions about the English subject; therefore, they study this subject just to pass the school exam. This creates a lack of interest in them towards reading English texts. Even if they start, they struggle to read and lose interest. Then, the onus lies on teachers and parents to direct them in the right spirit of reading; create positive conditions ignoring and forgetting previous mistakes; work shoulder-to-shoulder with students; create a homely and healthy environment both in the classroom and at home; appreciate and acknowledge their strengths and work on their weaknesses; preparing study material with a number of activities matching students' interests on the given curriculum, and making students at ease and pleasure. Paananen et al. (2009) confirmed that the home environment can affect students' reading ability either positively or negatively. Parents should monitor their children and follow up with their homework studies as a daily routine. The researcher could contribute maximum on his part but couldn't get the desired outcomes on the other part because of several personal and cultural reasons. But students, who got support and guidance at both ends, had performed exceptionally well. They became confident, no fear, picked up pace in fluency in reading and comprehending the given texts. Their performance indubitably not only set precedence for the peers and successors but also showed a ray of hope for the teachers as well. This is established by the research on how effective is the cooperation of the teacher and family on improving the struggling readers' performance in reading texts (Torgesen, 2000; Westwood, 2008).

M. Teachers' Perception and Professional Development

Students do perceive with varied notions about teachers' skills. English textbooks prima facie seem novice and unfamiliar topics with difficult content but selected books with a vision to acquire new knowledge to accomplish the desired outcomes. Al-Hazmi (2003) endorses that Saudi EFL teachers are not highly qualified and lack proper training to implement effective teaching methods' however, the researcher strongly opines that Saudi EFL college teachers have sound and depth knowledge of the subject and gained adequate experience studying in native countries like UK, USA, Australia, New Zealand, etc. It's noteworthy to mention that teaching methodology, teaching experience, subject knowledge, and classroom environment are vital ingredients to teaching and learning any language because they altogether help students give free space, ample opportunities, willingness, and encouragement to develop their communication skills. Good teachers always show empathy and assist students with study material, suggesting good reading strategies, building lexical knowledge, classroom support, use of technology in instructions, good assessment and evaluation of students' products, and constructive and prompt feedback. They do make their students attain the desired speed, fluency, accuracy that further instigate them to read and comprehend the text critically, analyze, infer, guess and construct meaning from clues in the text. The authorities are dynamic, compassionate, and tread high to update and upgrade teachers with the latest developments on courses, textbooks, technology and so forth conducting workshops regularly.

V. CONCLUSION AND RECOMMENDATIONS

This study illustrates how EFL teachers are able to identify reading difficulties, capture individual attention, progress trajectory, encourage and motivate struggling readers by timely addressing their reading difficulties by transforming their teaching instructions. Getting expertise in reading skills is the sum of small efforts repeated day-in and day-out. The researcher concludes that inculcating a habit of reading books, articles, and news of one's interest is like taking a journey to your favorite destination. One should focus on the goals, self-belief, keeping patience, and practicing each day will lessen reading difficulties and shorten the path to gain momentum and finally achieve excellence in reading skills. We must convince our learners that the grades and marks scored are temporary but the knowledge gained through consistent hard work is permanent. Soon most of the struggling readers would get rid of reading difficulties; subsequently, it will help them transform their struggles into strengths. The potential for continued research in the domain seems nonstop. Each question once answered masquerades another challenge. Similarly, one boulevard and gamut in language learning examined and explored to get solution open gateways to the researchers to again question its reliability and validity, ignite a spark to undertake another genre eventually transform students' techniques, behavior, and learning.

The dissection of the observation and assessment results herein have inevitably focused on struggling readers' success by overcoming the effects of the new curriculum, misconceptions about EFL learning and all apprehensions, difficulties, and challenges have arisen on the part of students, teachers, parents, environment, culture, language, and administration. The outcomes of the study overall align with other studies; students' reading habits in both Arabic and English (Jraissati, 2010; Bendriss & Golkowska, 2011; Al-Yacoub, 2012; Kechichian, 2012); lack of reading (Rajab & Al-Sadi, 2015; Al-Mansour & Al-Shorman, 2011). The students made the best use of technology and used social media applications and language apps in smartphones to participate in group reading activities and solve problems to utilize the time they are habitual of wasting on social media. Sharma (2019) asserts that Saudi students have a first-class perspective on social media (SM) usage and its usage have shown remarkable development and advancement in Saudi students' language learning in and beyond the classroom. Social media usage augments reading practices, creates constructive opinions about reading, enhances classroom participation, and further develops cognitive abilities, cultural, linguistic and global awareness, and critical thinking skills. The students are now basking in the reflected glory of the knowledge group.

The researcher advised students to read regularly to get more knowledge, wisdom, and awareness of the subject and world affairs in order to improve their personality. The reading coupled with technology also facilitates students to improve their reading productivity by tracking time. They can organize their reading activities, set their priorities, track the time spend on them and get insights about how they use their time judiciously by viewing innate data/statistics through online applications. This would help create niches in the realm of their expertise. The researcher affirms that the Saudi students have embedded themselves as the important cogs in the EFL wheel. Most of the struggling readers often grab their opportunities with both hands. They feel that reading develops vocabulary, invokes deeper interest, cognitive ability to comprehend, increases concentration, attention duration, and props up deep improved diagnostic and analytical thinking. The reading problems together might take a toll on their minds; although, they prefer to make it simple and easy with conscious efforts, courage, conviction, and determination. The students overcoming these reading difficulties indubitably fill the empty void with timely guidance, encouragement, constructive feedback, and a positive evaluation record that the teacher and family desperately need.

Positive learning outcomes are only built from building a strong foundation of basics; it grows gradually each day, and through struggling readers' willingness, obsession and perseverance can end with the accomplishment of objectives overcoming all difficulties and challenges in the end. The teachers should toil on the grassroots and work their way up to learners' positions. It is the collective, coordinated, collaborative, and concerted action from teachers, parents, peers, students, and administration that convert predetermined goals into a reality that eventually turns into a strong foundation

for a bright career.

This study contributes to a better understanding of what difficulties and challenges EFL readers face reading authentic texts and how teachers address from first to last using planned and organized instructions. Evidence shows that struggling students benefit from the suggestions much more than other students. In essence, students must be highly motivated and highly disciplined if they are to learn effectively in and out of the classroom environment. We precisely reckon that the determined struggling readers struggle at text reading never look back at the school days that they were at; however, embark on their new journey as keen readers and herald their new future. The EFL readers need to believe that the academic credentials without communication skills would no longer harvest the same returns that might have been true even a decade ago.

'*Read, read and read*' and '*Practice makes a reader perfect and fluent*' are the only panaceas to struggling reader's problems and it would certainly swing struggling learners to arrive at middle-of-the-road where EFL teachers would facilitate and guide them under any circumstances. The learners have immeasurable talent and unbelievable potential which require to be tapped. The students overcoming reading difficulties and challenges indubitably fill the empty void with timely guidance, encouragement, constructive feedback, and a positive evaluation record that the teacher and family desperately need. What the enthusiastic readers have upheld is a reminder of the importance of EFL learning, at a time when it has been integrated into courses, but the EFL learning, by and large, is still beyond recognition in public life. The researcher strongly believes that budding EFL learners are the precious glow we perceive or misconceive in this gathering gloom.

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