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### Reading Challenges

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#### Abstract

The researcher of "Reading" challenges" study focuses on extending the scope of slingshot of Reading. Whichever arise sentence, message, section and also novels and scenes and gaming "The researcher of this study focused on educating the people how to read and get Reading slag in practice learning and in education specifically. Reading must smash the fog of a theme writes. It really produces Reading slag and that slag all the rocks to bang into the

unseen subject to make its existence felt and known. Poison darts and explosives must be fully aware and highly practiced to many trials and tribulations to get used of it. Reading has a positive effect of education to raise them into a great educated and knowledgeable y, and sagacious education in how life deals them in any situation, the primary source of research data shall be obtained through questionnaire, books, forums.

**Keywords:** Hamlet: Novel Written by William Shakespeare

#### 1. Introduction

Reading is one of the four pillars that constitute learning and education upon which a basic competency, considered to be essential for success in many aspects of life, is founded. However, for literally millions of SEL folks around the world they have many other reasons to find reading a struggle. Difficult decoding - While most (ESL learners) learn to read words fluently by making the connection between letters and their respective sounds, some SEL students have trouble identifying this relationship. Not Reading Fluently: Those who are able to read fluently can do so easily and quickly, with automaticity. Reading slowly and choppy - Typical of non-fluent SEL learners, this style is difficult to understand. Comprehension: It is great if (ESL learners) can read what they have in mind but when it comes to knowing the meaning of words and how they go together, some need help. Dots, draw conclusions, and remember what they've read. Problems with Attention and Focus, maintaining focus and engagement while reading is essential.

##### 1.1 Statement of the problem

The existing challenge in reading for many students, especially those learning English as a second language (ESL), is the lack of a strong vocabulary that would help them fully understand the meanings being conveyed. ESL learners often struggle to grasp the complete meaning of a phrase, text, or paragraph. Some (ESL learners) have a tendency to skip over certain words, which can cause them to miss the overall meaning.

Furthermore, the ability to critically analyze a text, evaluate the appropriateness of the methods used, interpret the presented data, and assess the validity of the conclusions requires advanced cognitive skills that many ESL learners have not yet fully developed. Without explicit instruction and practice in these critical reading strategies, ESL learners may find it difficult to move beyond a superficial understanding of the scientific literature. This can make it challenging for them to gain the depth of knowledge necessary for success in their courses and future scientific endeavors.

In summary, the key issues facing ESL (ESL learners) are a limited vocabulary, difficulty grasping full meanings, and a lack of advanced critical reading skills. Addressing these challenges through targeted instruction and practice can help ESL learners better comprehend and engage with complex academic texts.

##### 1.2 Significance of the study

Reading is a fundamental human activity that holds profound significance on both an individual and societal level. At a personal level, reading enhances a variety of important cognitive abilities, such as concentration, memory, and critical thinking skills. It also helps build crucial language and literacy proficiencies. Reading provides individuals access to a vast wealth of information, diverse ideas, and multiple perspectives, enabling continuous learning, expanded understanding, and staying

informed about the world around us. The act of reading has the power to stimulate our imagination, spark our creativity, and develop our emotional intelligence and capacity for empathy.

Beyond the individual benefits, reading is also instrumental at the social level. It plays a key role in preserving and transmitting cultural knowledge and heritage, while promoting the informed and engaged citizenship that is necessary for a thriving democracy. Reading is a truly transformative activity that shapes the growth and development of individuals, communities, and societies as a whole.

In essence, reading is not just a practical skill, but a transformative human experience that enriches our minds, expands our horizons, and connects us to the broader world. It is a fundamental driver of personal growth, community engagement, and societal progress.

### 1.3 Objective of the study

1. To enhance (ESL learners') critical reading abilities.
2. To increase (ESL learners') scientific literacy.
3. To Encourage Teamwork in Education.

### 1.4 Hypotheses of the study

1. Overcoming Reading problems Improves Critical Reading Skills.
2. Getting use to Reading enhances Scientific Literacy.
3. Reading with skills Increases Collaborative Learning to from promising learners.

### 1.5 Questions of the study

1. Does Reading have a positive influence on education?
2. Does Reading have an important role in learning?
3. How can ESL learners deal with reading skill Appropriately?

### 1.6 Methodology

This study is prepared to serve ESL learners who deal essentially with reading as a problem need to be solved and who need to improve this skill. The researcher used statistical analysis and a descriptive-analytical approach.

### 1.7 Tools of data collection

The researcher has designed a questionnaire consisting of 15 items for English language teachers who deal with teaching English for ESL learners in different English classes.

### 1.8 The limitations

The researcher prepared this study for English language teachers at Saudi high schools and some university lecturers who teach in the academic year 2023 - 2024.

## 2. Literature review

### 2.1 Introduction

Reading is a fundamental skill that underpins learning and academic success. However, many individuals, both children and adults, face various challenges that can impede their reading development and comprehension. This literature review aims to explore the existing research on the common reading challenges encountered by (SEL learners) and the strategies or interventions proposed to address these challenges.

### 2.2 Types of Reading

There are some types of reading all play together to help getting the meaning of a written piece of subject, ESL learners should follow to achieve their main goal which is to figure out the obvious and hidden meaning of a piece of writing.

#### 2.2.1 Skimming

Skimming is a reading technique where you quickly go through a text to get the main ideas and key information, without reading every word in detail. It's a useful skill for efficiently gathering the gist of a text, especially when you don't need to understand every single detail.

Here's an example of how you might skim a news article:

- Examine the organizational elements like the title, subheadings, and any emphasized text to gain an overview of the main topic and key points.
- Quickly review the opening and closing paragraphs to grasp the overall narrative and conclusions.
- Briefly scan any visuals like images or charts to pick up additional contextual information.
- If certain sections seem particularly significant, read those parts more thoroughly.
- Resist the temptation to get caught up in minor details - the goal is to efficiently capture the central ideas, not comprehend every single piece of information.

Skimming allows you to cover a lot of material in a short amount of time. It's particularly helpful when you're researching a topic and need to quickly survey a large number of sources to identify the most relevant information. The key is to focus on extracting the main ideas rather than reading word-for-word.

#### 2.2.2 Scanning

Scanning is a reading technique used to quickly locate specific pieces of information within a text. It involves rapidly searching through a document to find a particular name, number, fact, or other details, without reading the full text in-depth.

Here's an example of how you might use scanning:

- Let's say you need to find the date of a particular historical event mentioned in a lengthy textbook chapter. Rather than reading the entire chapter word-for-word, you could scan the text in the following way:
- First, quickly skim the headings, subheadings, and any other organizational cues to get a sense of the overall content and structure of the chapter.
- Next, run your eyes quickly down the pages, looking for keywords related to the event you're trying to find, such as the name of the event or related dates.
- If you spot a sentence or paragraph that seems relevant, pause briefly to read that section more closely and see if it contains the date you need.
- Avoid getting distracted by other details - your sole focus is locating that specific piece of information as efficiently as possible.
- Once you find the date, make a note of it and move on. There's no need to continue reading the full chapter in-depth.
- Scanning is especially useful when you're researching a topic and need to quickly survey multiple sources to extract key facts or statistics. It allows you to cover a large amount of material in a short time by honing in on

the exact information you require, rather than trying to comprehend everything in-depth. The key is to read selectively and strategically to find the targeted data you need.

### 2.2.3 Extensive Reading

Extensive reading refers to the practice of reading large quantities of material, often for pleasure or general knowledge, without necessarily focusing on detailed comprehension. The goal is to immerse yourself in the language and develop an overall understanding, rather than closely analyzing every single word and sentence.

Here's an example of extensive reading:

- Let's say you're trying to improve your English proficiency. One effective strategy would be to engage in extensive reading by choosing novels, magazines, newspapers, or other materials that you find interesting and enjoyable to read. The focus isn't on meticulously studying the grammar and vocabulary - instead, you're simply exposing yourself to the language in a natural, relaxed way.
- As you read through these texts, you might not necessarily pause to look up the meaning of every unfamiliar word. Instead, you can try to derive the overall meaning from context. If a particular phrase or sentence is unclear, you can make a mental note and keep reading rather than disrupting the flow.
- The key benefit of extensive reading is that it allows you to build your general language skills and familiarity in a low-pressure, low-stress way. By reading material that is engaging and relevant to your interests, you're more likely to stay motivated and maintain the reading habit.
- Over time, as you are repeatedly exposed to vocabulary, idioms, and sentence structures through extensive reading, you'll start to internalize these language elements subconsciously. This can lead to improved comprehension, fluency, and confidence when using the language.
- Extensive reading contrasts with the more intensive, focused approach of closely analyzing a shorter text. Both have their place, but extensive reading is particularly useful for developing general language proficiency and reading fluency.

### 2.2.4 Intensive Reading

Intensive reading is a methodical, concentrated way to study a shorter work in-depth. Rather than merely obtaining a general grasp, the objective is to critically evaluate the language, structure, and underlying implications of the content.

Intensive reading is a methodical way to focus and pay close attention to a shorter text. Rather than just achieving a general comprehension, the goal is to critically analyze the language, structure, and underlying meanings of the content. Here's an example of how you could use reading intensively: Pretend that you are studying a well-known piece of literature, such as Hamlet. A thorough reading strategy would involve going over the play scene by scene and line by line. To start, you may read the play through attentively from Next, you might revisit key passages or soliloquies, scrutinizing them with even greater scrutiny. You might analyze the emotional tenor and subtext of the dialogue,

explore historical and cultural references, and consider how the language and imagery contribute to the overall impact.

As part of this intensive close reading, you might also research relevant literary criticism and scholarly interpretations. This would allow you to engage with diverse perspectives and deepen your own critical analysis of the text.

Throughout this process, the emphasis is on slowing down, questioning, and delving beneath the surface level of the text. The goal is not merely to comprehend the basic storyline, but to unpack the nuances of language, uncover layers of meaning, and develop a rich, multifaceted understanding of the work.

Intensive reading demands a substantial investment of time and cognitive effort. However, it can lead to a profound appreciation and mastery of complex literary texts. This approach is particularly valuable in academic settings, where deep textual analysis is often required.

### 2.2.5 Decoding and Fluency

#### 2.2.5.1 Decoding

Decoding refers to the ability to translate written words into their spoken forms. It involves recognizing letter-sound relationships and using that knowledge to pronounce unfamiliar words. Effective decoding allows (ESL learners) to access the meaning of a text.

Examples of decoding skills:

- Knowing that the letters "c-a-t" make the word "cat"
- Being able to sound out an unfamiliar word like "technology" by breaking it down into smaller parts (tech-nol-o-gy).
- Recognizing common word patterns and rimes (e.g. -at in "cat", "hat", "sat").

#### 2.2.5.2 Fluency

Fluency is the ability to read with speed, accuracy, and proper expression. Fluent (ESL learners) can recognize words automatically and read with ease, allowing them to focus on comprehending the meaning of the text.

Examples of fluent reading:

- Reading a passage aloud with appropriate pacing, rhythm, and intonation.
- Reading a paragraph silently with minimal pauses or regressions.
- Being able to read grade-level text smoothly without struggling to decode words.

#### 2.2.5.3 The Relationship between Decoding and Fluency:

Effective decoding is a prerequisite for fluent reading. If a reader struggles with decoding, their mental resources will be consumed by trying to identify words, leaving little capacity for comprehension. On the other hand, fluent (ESL learners) can devote more attention to understanding the meaning of the text.

Difficulty in recognizing and understanding individual words, leading to slow and labored reading<sup>[3]</sup>.

Lack of automaticity in word recognition, which can hinder reading fluency and comprehension.

#### 2.2.6 Comprehension

Difficulty in constructing meaning from text, including understanding vocabulary, identifying main ideas, and making inferences<sup>[8]</sup>.

Challenges in integrating information from different parts of a text and forming a coherent mental representation<sup>[6]</sup>.

### 2.2.7 Motivation and Engagement

Motivation and engagement are crucial factors in reading development and success. Let's explore these concepts in more detail, with examples:

#### 2.2.7.1 Motivation

Motivation refers to the drive or desire to read. Motivated (ESL learners) are more likely to engage with text, persist through challenges, and develop their reading skills over time.

Examples of reading motivation:

- (ESL learners) who chooses to read books in their free time because they find the content interesting or enjoyable.
- A reluctant reader who becomes motivated to improve their skills in order to keep up with their peers or meet a personal goal.
- (ESL learners) who is intrinsically motivated to read in order to learn new information or expand their knowledge on a topic they care about.

#### 2.2.7.2 Engagement

Engagement is the active involvement and investment in the reading process. Engaged (ESL learners) are focused, attentive, and actively constructing meaning from the text.

Examples of reading engagement:

- ESL learners who are visibly absorbed in a book, turning pages and making connections as they read.
- ESL learners who ask thoughtful questions about the text and makes predictions about what might happen next.
- ESL learners who are motivated to complete reading assignments and actively participates in class discussions about the material.

#### 2.2.7.3 Close reading

Close reading involves carefully and thoroughly analyzing a text, paying close attention to the language, structure, and deeper meanings. This in-depth approach is useful for studying literature, complex arguments, or any text you want to fully understand.

#### 2.2.7.4 Reflective reading

Reflective reading happens when you read actively, pausing to think about and evaluate the content. You might relate it to your own experiences, consider different perspectives, or think critically about the author's claims.

#### 2.2.7.5 Previewing

Before diving into a text, previewing involves skimming the title, headings, images, and other structural elements to get an initial sense of the topic and organization.

### 2.3 The Relationship between Motivation and Engagement

Motivation and engagement are closely linked. Motivated ESL learners are more likely to be engaged in the reading process, as they have a strong desire to understand and interact with the text. Conversely, engaged ESL learners tend to be more motivated to continue reading and develop their skills.

**Fostering Motivation and Engagement:** Educators can promote reading motivation and engagement through a variety of strategies, such as:

- Offering choice and autonomy in reading material

- Incorporating relevant, interesting, and culturally responsive texts.
- Providing opportunities for social interaction and collaborative learning.
- Setting achievable goals and celebrating progress.
- Encouraging self-reflection and metacognitive awareness.

Lack of interest or motivation in reading, which can lead to avoidance and limited exposure to text<sup>[4]</sup>.

Negative attitudes towards reading, often stemming from past experiences or a perceived lack of competence<sup>[7]</sup>.

### 2.4 Learning Disabilities and Difficulties

Specific learning disabilities, such as dyslexia, which can impair the development of phonological awareness and other essential reading skills<sup>[10]</sup>.

Attention-deficit/hyperactivity disorder (ADHD), which can affect focus, concentration, and the ability to engage with text<sup>[2]</sup>.

### 2.5 English Language Learners (ELLs)

Challenges in developing proficiency in the language of instruction, which can hinder reading comprehension and academic performance<sup>[1]</sup>.

Limited exposure to the target language, which can affect vocabulary development and the ability to understand context and<sup>[5]</sup>.

## 3. Methodology

### 3.1 Introduction

The current study is entitled "Reading Challenges". The following chapter will be devoted to the methodology to investigate the collected data; the researcher has adopted the descriptive method because it has great value in providing facts on which professional judgment can be based. The researcher identified the hypothesis of the study and selected the data instrument which is represented in a questionnaire; first, the data has been collected, second analyzed and discussed.

### 3.2 The Population

This study consists of fifty candidates' males and females that include university lecturers and teachers from schools in various stages of general education. The subjects were randomly selected, and all are English language teachers in the academic year 2024.

### 3.3 Sample

The sample of this study is represented by [50] English language lecturers, who teach the English language in different colleges and their experience ranges from (2 - 24) years, however, some of them are 'BA' and 'MA.' holders and others have Ph.D. in ELT.

### Questionnaire Validity

Validity is the most important quality to be considered in the development process. Therefore, to ensure the face validity of the questionnaire, certain procedures were conducted and the prepared version of the questionnaire was presented to specialize people, second the questionnaire was modified *regarding* the word of items and restatement of certain items. Finally, the questionnaire was collected, analyzed, scored, and tabulated.



### 3.4 The Questionnaire Reliability

The performance of candidates during tests can be influenced by various factors in the testing environment, such as tiredness, anxiety, and lack of attention. As a result, candidates may obtain scores that are inconsistent across different test administrations. For a questionnaire to be considered reliable, it should produce the same scores when administered to the same group of participants at a later time.

### 3.5 Procedures

To prepare the questionnaire certain procedures were followed. First, the prepared version of the questionnaire was presented to specialized people who have long experience in the field of Reading. Second, this questionnaire which consists of fifteen items were designed. Then, it was distributed among English language teachers' lecturers at Tabuk University. The questionnaire was constructed through the following steps:

1. The proposed questionnaire was designed first.
2. The questionnaire is presented to expert people to check face validity.
3. The corrections were made according to the recommendations for the final version of the questionnaire.
4. The questionnaire consists of five options for each item, so a respondent has to tick the suitable one.
5. The questionnaire was distributed among [50] lecturers and teachers of English at various stages.
6. Finally, the questionnaire was collected analyzed, and tabulated.

## 4. Data Analysis and Discussion

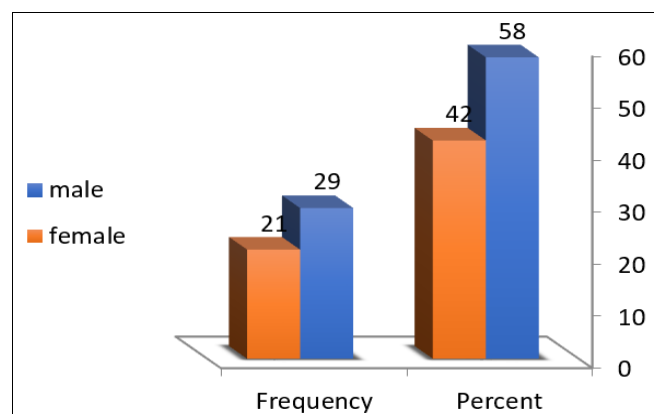
### 4.1 introduction

The following chapter will be devoted to presenting, analyzing and discussing the results of the collected data using the questionnaire as a tool for data collection. The results of the presented questionnaire will be discussed and interpreted in detail. The following table is a general statistic for English language teachers and lecturers at general schools and some universities in Saudi Arabia.

**Table 1: Gender**

Statement	Frequency	Percent
Male	29	<b>58</b>
Female	21	<b>42</b>
Total	50	<b>100</b>

Source: Prepared by Researcher by using SPSS Package, 2024

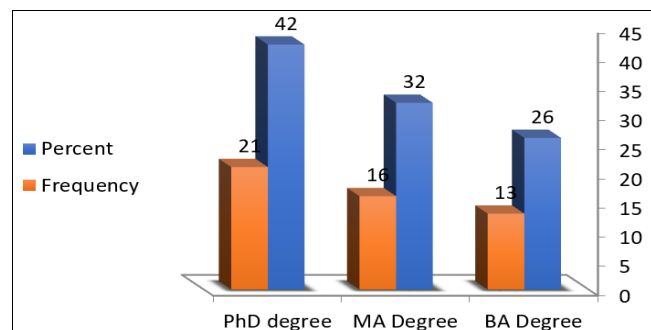


Source: Prepared by Researcher by using Table (1)

**Table 2: Qualification Academic**

Statement	Frequency	Percent
BA Degree	13	<b>26</b>
MA Degree	16	<b>32</b>
PhD degree	21	<b>42</b>
Total	50	<b>100</b>

Source: Prepared by Researcher by using SPSS Package, 2024

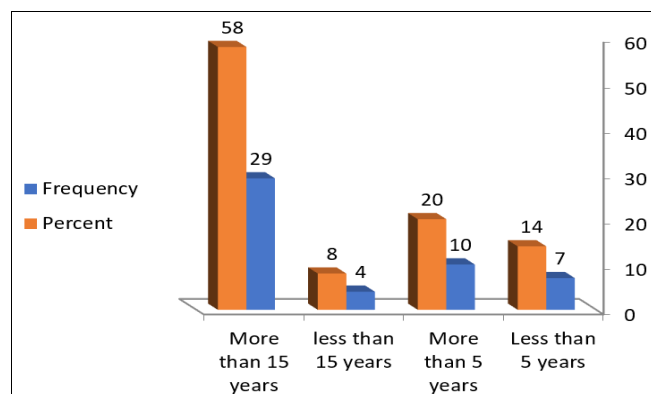


Source: Prepared by Researcher by using Table (2)

**Table 3: Years of Experience**

Statement	Frequency	Percent
Less than 5 years	7	<b>14</b>
More than 5 years	10	<b>20</b>
less than 15 years	4	<b>8</b>
More than 15 years	29	<b>58</b>
Total	50	100.0

Source: Prepared by Researcher by using SPSS Package, 2024



Source: Prepared by Researcher by using Table (3)

**Table 4: Learners comprehend the overall meaning of the text before reading it in details**

Statement	Frequency	Percent
Strongly agree	19	<b>38</b>
Agree	10	<b>20</b>
Neutral	8	<b>16</b>
Disagree	9	<b>18</b>
Strongly disagree	4	<b>8</b>
Total	50	100.0

**Table 5: When learners read an informative or expository text, they comprehend and make sense of the information presented**

Statement	Frequency	Percent
Strongly agree	16	<b>32</b>
Agree	28	<b>56</b>
Neutral	4	<b>8</b>
Disagree	1	<b>2</b>
Strongly disagree	1	<b>2</b>
Total	50	100.0

**Table 6:** Learners tend to skip over or gloss over new and unfamiliar words when they encounter them while reading new passages

Statement	Frequency	Percent
Strongly agree	16	32
Agree	28	56
Neutral	4	8
Disagree	1	2
Strongly disagree	1	2
Total	50	100.0

**Table 7:** When learners encounter words, they are unfamiliar with, they will often refer to dictionaries to look up and understand the meaning of those difficult words

Statement	Frequency	Percent
Strongly agree	14	28
Agree	26	52
Neutral	7	14
Disagree	2	4
Strongly disagree	1	2
Total	50	100.0

**Table 8:** When learners encounter parts of a text that they do not fully understand, they use the surrounding information and context to make inferences and guess the meaning

Statement	Frequency	Percent
Strongly agree	15	30
Agree	18	36
Neutral	5	10
Disagree	8	16
Strongly disagree	4	8
Total	50	100.0

**Table 9:** When faced with challenging or complex reading material, learners will employ various strategies and approaches to aid their understanding of the text

Statement	Frequency	Percent
Strongly agree	15	30
Agree	18	36
Neutral	5	10
Disagree	8	16
Strongly disagree	4	8
Total	50	100.0

**Table 10:** Illustrations titles help ESL learners to understanding the content of a passage. The visual aids and contextual information provided by illustrations and titles help learners comprehend the subject matter more effectively

Statement	Frequency	Percent
Strongly agree	21	42
Agree	23	46
Neutral	2	4
Disagree	3	6
Strongly disagree	1	2
Total	50	100.0

**Table 11:** When reading stories, learners create mental images or visualize the situations and events described in the text. This helps them engage with and better comprehend the narrative

Statement	Frequency	Percent
Strongly agree	18	36
Agree	22	44
Neutral	5	10
Disagree	3	6
Strongly disagree	2	4
Total	50	100.0

**Table 12:** Practicing Reading skill helps ESL learners to improve understanding and comprehension abilities

Statement	Frequency	Percent
Strongly agree	28	56
Agree	16	32
Neutral	3	6
Disagree	2	4
Strongly disagree	1	2
Total	50	100.0

**Table 13:** Engaging in oral reading, where learners read text aloud, can help improve their linguistic proficiency and fluency

Statement	Frequency	Percent
Strongly agree	27	54
Agree	18	36
Neutral	2	4
Disagree	1	2
Strongly disagree	2	4
Total	50	100.0

**Table 14:** Reading and comprehending stories helps to develop and expand the learning capabilities of learners

Statement	Frequency	Percent
Strongly agree	33	66
Agree	13	26
Neutral	1	2
Disagree	1	2
Strongly disagree	2	4
Total	50	100.0

**Table 15:** Using effective teaching strategies for reading instruction contribute to faster and easier reading comprehension for learners

Statement	Frequency	Percent
Strongly agree	24	48
Agree	21	42
Neutral	2	4
Disagree	2	4
Strongly disagree	1	2
Total	50	100.0

**Table 16:** Educators deal with relevant strategies of reading

Statement	Frequency	Percent
Strongly agree	21	42
Agree	20	40
Neutral	5	10
Disagree	3	6
Strongly disagree	1	2
Total	50	100.0

**Table 17:** Educators give accurate application about reading

Statement	Frequency	Percent
Strongly agree	16	32
Agree	21	42
Neutral	9	18
Disagree	3	6
Strongly disagree	1	2
Total	50	100.0

**Table 18:** Educators give full information and orientation about reading passage

Statement	Frequency	Percent
Strongly agree	15	30
Agree	19	38
Neutral	9	18

Disagree	4	8
Strongly disagree	3	6
Total	50	100.0

**Table 19:** Simple regression and correlation of Overcoming Reading Skills of ESL learner

Statement	Regression coefficient (B)	T test	T Sig
Overcoming Reading Skills of ESL learner	4.35	3.94	0.00
Correlation coefficient (R)	0.78		
coefficient of determination (R <sup>2</sup> )	0.86		
F test	21.5		
F Sig	0.00		

Table (19) indicates that there is a strong direct correlation between the learner's desire and possession of the skill of reading English as a second language, this is demonstrated by the value of the correlation coefficient (0.78) and the value of the regression coefficient (0.86), It is also clear from the analysis that there is a statistically significant relationship between the learner's desire and possession of the skill of learning English as a second language according to t-test and F-test at a significance level of (0.05) and a confidence level of (0.95).

**Table 20:** Simple regression and correlation of Build Scientific Literacy among ESL learner

Statement	Regression coefficient (B)	T test	T Sig
Overcoming Reading Skills of ESL learner	5.14	10.54	0.01
Correlation coefficient (R)	0.98		
coefficient of determination (R <sup>2</sup> )	0.96		
F test	311.2		

F Sig	0.01	
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Table (20) indicates that there is a strong direct correlation between the learner's desire and possession of the skill of reading English as a second language, this is demonstrated by the value of the correlation coefficient (0.98) and the value of the regression coefficient (0.96), It is also clear from the analysis that there is a statistically significant relationship between the learner's desire and possession of the skill of learning English as a second language according to t-test and F-test at a significance level of (0.05) and a confidence level of (0.95).

**Table 21:** Simple regression and correlation of Foster Collaborative Learning

Statement	Regression coefficient (B)	T test	T Sig
Overcoming Reading Skills of ESL learner	2.12	11.11	0.02
Correlation coefficient (R)	0.68		
coefficient of determination (R <sup>2</sup> )	0.76		
F test	222.2		
F Sig	0.02		

Table (21) indicates that there is a strong direct correlation between the learner's desire and possession of the skill of reading English as a second language, this is demonstrated by the value of the correlation coefficient (0.68) and the value of the regression coefficient (0.76), It is also clear from the analysis that there is a statistically significant relationship between the learner's desire and possession of the skill of learning English as a second language according to t-test and F-test at a significance level of (0.05) and a confidence level of (0.95).

Test Statistics					
	Learners comprehend the overall meaning of the text before reading it in details	when learners read an informative or expository text, they comprehend and make sense of the information presented	Learners tend to skip over or gloss over new and unfamiliar words when they encounter them while reading new passages.	When learners encounter words, they are unfamiliar with, they will often refer to dictionaries to look up and understand the meaning of those difficult words	When learners encounter parts of a text that they do not fully understand, they use the surrounding information and context to make inferences and guess the meaning
Chi-Square	7.000 <sup>a</sup>	7.000 <sup>a</sup>	10.000 <sup>b</sup>	22.000 <sup>b</sup>	13.000 <sup>a</sup>
Df	2	2	3	3	2
Asymp. Sig.	.030	.030	.019	.000	.002
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.7.					
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.5.					

Statistics					
	Learners comprehend the overall meaning of the text before reading it in details	when learners read an informative or expository text, they comprehend and make sense of the information presented	Learners tend to skip over or gloss over new and unfamiliar words when they encounter them while reading new passages.	When learners encounter words, they are unfamiliar with, they will often refer to dictionaries to look up and understand the meaning of those difficult words	When learners encounter parts of a text that they do not fully understand, they use the surrounding information and context to make inferences and guess the meaning
N	Valid	50	50	50	50
	Missing	0	0	0	0
Mean	1.7000	1.7000	2.1000	1.8000	1.6000
Std. Deviation	.78895	.78895	1.14731	.98974	.67006
Variance	.622	.622	1.316	.980	.449
Sum	85.00	85.00	105.00	90.00	80.00

Test Statistics					
	When faced with challenging or complex reading material, learners will employ various strategies and approaches to aid their understanding of the text.	Illustrations titles help ESL learners to understanding the content of a passage. The visual aids and contextual information provided by illustrations and titles help learners comprehend the subject matter more effectively	when reading stories, learners create mental images or visualize the situations and events described in the text. This helps them engage with and better comprehend the narrative.	Practicing Reading skill helps ESL learners to improve understanding and comprehension abilities	Engaging in oral reading, where learners read text aloud, can help improve their linguistic proficiency and fluency.
Chi-Square	.000 <sup>a</sup>	2.000 <sup>a</sup>	.000 <sup>a</sup>	.000 <sup>a</sup>	2.000 <sup>a</sup>
Df	1	1	1	1	1
Asymp. Sig.	1.000	.157	1.000	1.000	.157
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.					

Statistics						
	When faced with challenging or complex reading material, learners will employ various strategies and approaches to aid their understanding of the text.	Illustrations titles help ESL learners to understanding the content of a passage. The visual aids and contextual information provided by illustrations and titles help learners comprehend the subject matter more effectively	When reading stories, learners create mental images or visualize the situations and events described in the text. This helps them engage with and better comprehend the narrative.	Practicing Reading skill helps ESL learners to improve understanding and comprehension abilities	Engaging in oral reading, where learners read text aloud, can help improve their linguistic proficiency and fluency.	
N	Valid	50	50	50	50	50
	Missing	0	0	0	0	0
	Mean	1.5000	1.6000	1.5000	1.5000	1.6000
	Std. Deviation	.50508	.49487	.50508	.50508	.49487
	Variance	.255	.245	.255	.255	.245
	Sum	75.00	80.00	75.00	75.00	80.00

Test Statistics					
	Reading and comprehending stories helps to develop and expand the learning capabilities of learners.	Using effective teaching strategies for reading instruction contribute to faster and easier reading comprehension for learners.	Educators deal with relevant strategies of reading.	Educators give accurate application about reading.	Educators give full information and orientation about reading passage
Chi-Square	13.000 <sup>a</sup>	18.000 <sup>b</sup>	13.000 <sup>a</sup>	31.000 <sup>a</sup>	31.000 <sup>a</sup>
Df	2	3	2	2	2
Asymp. Sig.	.002	.000	.002	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.7.					
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.5.					

Statistics						
	Reading and comprehending stories helps to develop and expand the learning capabilities of learners.	Using effective teaching strategies for reading instruction contribute to faster and easier reading comprehension for learners.	Educators deal with relevant strategies of reading.	Educators give accurate application about reading.	Educators give full information and orientation about reading passage	
N	Valid	50	50	50	50	50
	Missing	0	0	0	0	0
	Mean	1.6000	3.7000	1.6000	1.4000	1.4000
	Std. Deviation	.67006	6.21141	.67006	.67006	.67006
	Variance	.449	38.582	.449	.449	.449
	Sum	80.00	185.00	80.00	70.00	70.00

**5. Conclusion and Recommendations**

**5.1 Introduction**

No doubt, that Reading *affects* the individual life towards his future, this effect goes on as long as learners need to learn the right way of reading. It is the key ignition of learning. Learners need to execute reading properly, fifty-fifty cannot work with education and with those have goals and motives to achieve in their life. In this experimental study, *a* questionnaire was used *to collect* the required data. The sample was taken systematically from fifty English language lecturers from different colleges and schools in K

S A. The researcher used different statistical methods used to reach the following findings.

**5.2 The main findings**

1. Students from poor families struggle more with reading comprehension than their peers from the others.
2. English language learners face major challenges with decoding words and building vocabulary, which limits their overall reading proficiency.
3. Students with dyslexia or other learning disabilities need specialized teaching methods and assistive



technologies to overcome their weaknesses in phonemic awareness, fluency, and reading comprehension.

4. Access to high-quality, diverse reading materials at home is strongly linked to reading achievement, but many underprivileged students lack this access.
  5. Early experiences like being regularly read to have a lasting positive impact on the development of critical reading skills like print awareness and vocabulary.
  6. Explicit instruction in fundamental reading skills like phonics, combined with guided practice, is essential for struggling (ESL learners) to make progress.
  7. Teachers' knowledge of evidence-based reading intervention strategies and their ability to personalize instruction are key to supporting students with reading difficulties.
  8. Regularly assessing students to identify reading deficits, paired with targeted, intensive remediation, can significantly improve reading outcomes for struggling students.
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### 5.3 Recommendations

#### The researcher recommends the following:

1. Allocate a specific time each day, such as 20-30 minutes before bedtime or during a dedicated class period, for students to engage in independent reading.
2. Expose students to a variety of literary genres, including fiction, nonfiction, poetry, and graphic novels, to cater to diverse interests and reading levels.
3. Teach students techniques like annotation, summarization, and making connections to the text, as these can enhance their comprehension and engagement.
4. Create opportunities for students to discuss what they have read with their classmates, fostering critical thinking and collaborative learning.
5. Ensure that the school library and classroom libraries offer a wide range of appealing, age-appropriate books that align with students' interests and reading levels.
6. Explore digital resources like audiobooks, e-books, and reading apps that can support students with diverse learning needs and preferences.
7. Provide regular updates and suggestions for parents to support their children's reading habits, such as setting up a dedicated reading space or modeling reading behavior.
8. Identify struggling (ESL learners) and offer specialized instruction, such as one-on-one or small-group tutoring, to address specific reading difficulties and help students improve their skills.

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