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**The impact of (kahoot – aided) guided reading
on preparatory students EFL reading comprehension
and fluency skills**

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**The impact of (kahoot – aided) guided reading
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Abstract

This study aimed to investigate the impact of using (kahoot-aided) guided reading on preparatory students EFL reading comprehension and fluency skills. The participants of the study were sixty second preparatory stage students at Saqr Quraish preparatory school, El- Gharbia governorate. Instruments of the study were an EFL reading comprehension skills questionnaire , an EFL pre-post reading comprehension skills test, an EFL pre-post reading fluency test and an EFL reading fluency scale of prosody. In this study, a pre-post reading comprehension test and a pre-post reading fluency test were used with two groups (Experimental and control , 30 students each). Results revealed that the experimental group students outperformed their peers in the control group in their reading comprehension and fluency skills as validated through the post-test scores. The experimental group's great performance in these reading skills were attributed to using (kahoot-aided) guided reading program.

Key words : Guided reading , Kahoot application , Preparatory stage , Reading comprehension skills , Reading fluency skills.

Introduction:

Among all language skills reading is one of the four main skills that students of foreign languages need to master in order to successfully learn the language. Also, it is one of the main activities of everyday life as everyone is engaged in reading in a way or another. Therefore, reading is one of the most significant ways of acquiring knowledge. Successful reading, not only improves the quantity and quality of knowledge, but also the use of time whether it is applied in different study contexts or learning of various academic subjects (Rraku, 2013).

According to Dogan (2015), "Reading is arguably the single most important skill acquired during the early years of schooling" (p. 198). Reading is the interpretation or comprehension of symbols that are printed or written within the core of reading and the message that the author is trying to relate to the readers. It is selective, an anticipating , purposeful and

comprehending process. The purpose of reading is to make meaning from the words that are presented (Serran, 2002), and (Ibrahim, 2007).

Reading is a means by which to perpetuate a society. It is a multifaceted process involving word recognition, comprehension, fluency and motivation. Reading opens the door for continuous learning and helps students achieve success at higher academic levels. With the implementation of effective reading instruction, struggling readers can become more effective readers. Teaching reading to students requires a certain set of skills. Proper technique paired with an individualized approach promotes a positive learning teacher organizes the learning lesson according to how the student learns.

Reading is the most important component in education. It is the foundation of learning every subject area in school and out of school. According to the National Reading Panel (NRP), There are 5 essential components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. Comprehension is the backbone of reading. If a student cannot comprehend what they read then they struggle with learning. The present research suggests that guided reading has a direct impact on students' reading comprehension and fluency skills.

Review of Literature

Reading Comprehension

Reading comprehension is a skill that is critical in the educational success of all individuals. Without clear reading comprehension, students can struggle in many subject areas. It is also found that students lack the specific reading strategies to generate inferences that aid in the understanding texts (Best, Rowe, Ozura, and McNamara, 2005). It is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (RAND Reading Study Group, 2002. P.11). This process of interaction and involvement with the text is a function of both reader and text variables that take place within a larger social context (Goldman, Saul,& Cote, 1995; McNamara &Magliano,2009).

Reading comprehension is a complex skill as it requires the successful development and orchestration of a variety of lower-and higher-level processes and skills (Balota& Rayner,1990). As a consequence, there are a number of sources for potential comprehension failure and these sources can vary depending on the skill level and age of the reader (Keenan, Betjemann,& Olson,2008; RAND,2002).

Richards and Schmidt (2002) clarified that comprehension is the identification of the intended meaning of written or spoken communication. They also added that contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions. It is also supported by Smith that readers learn the meaning by making sense of words from their context, using what is known to comprehend and learn the unfamiliar.

Mikulecky and Jeffries (2004) state that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. According to Smith, comprehension may be regarded as relating aspects of the world around us including what people read to the knowledge, intentions and expectations readers already have in their head.

Al Salmi(2011) also pointed out that reading comprehension is not only a matter of understanding the print on page, but it is the creation of meaning by combining the message encoded in print with the reader's knowledge. Comprehension is thus the ultimate result of the reading process. Hence, it is evident that the relationship between reading and comprehension can be summarized as an "input-process-output" relationship. The reader makes use of whatever contextual clues and elements available, processing such input, mixing the textual information with personal prior knowledge and finally constructing understanding of the text.

According to Mckee (2012), reading comprehension is defined as the capability of understanding texts, analyzing the information found in these texts, and in the ability to interpret the writer's statements and intents correctly.

However, Hams & Hans (2015) define reading comprehension as the capacity at which a person can comprehend a text. This type of comprehension arises from the written words and how they bring about knowledge existing outside the text. In other words, comprehension in this sense is a complex yet creative process that depends on the four skills of language (phonology, pragmatics, semantics, and syntax).

Sanford (2015) believes that reading comprehension is affected mainly by six factors which are working memory, vocabulary, prior knowledge, word recognition, reading strategies, and the motivation to read. This is supported by a number of researchers, such as Moghadam, Zainal &

Ghaderpour (2012), who state that vocabulary items affect reading comprehension positively.

In addition, Bulut (2017) states that reading comprehension refers to the act of thinking and forming meaning before, during, and after reading. He also states that reading comprehension is one of the main language skills that entail interpretations and identifying the details that are found in written materials, whether they are clear or not.

Therefore, reading comprehension can be defined as the process of constructing meaning by coordinating several complex processes that include language, word knowledge and fluency (Middleton, 2011). Reading comprehension involves understanding and interpreting information within the text. Reading comprehension is not only the matter of knowing and remembering the meaning of all words in the text, but it is more about how the students build and construct the meaning of the text (Sari, 2017).

Hamdy (2017) concluded a study to find out the effect of using digital storytelling strategy on students' reading comprehension. The design of this study was quasiexperimental with pre-test and post-test. The population of this study consisted of two classes of 60 students. In collecting the 55 data, reading comprehension tests as well as observations were utilized to assess participants' reading comprehension abilities prior to and after the treatment. The results indicated that the use of digital storytelling improved students' reading comprehension skills.

Sari (2017) analyzed a study to find out the improvement of students' reading comprehension through the use of Directed Reading Thinking Activity (DRTA) strategy. The population of the study consists of one class of 36 students as respondents. This study was conducted by using classroom action research. The technique of analyzing data was applied in this study were qualitative and quantitative. The quantitative data were taken from tests. The qualitative data were taken from observation sheet, interview and documentation. The tests were given to the students were in the form of pre-test and post-test. The final results showed that there was an improvement on the students reading comprehension skills.

Nanda (2018) found out a study aimed at investigating the use of Quizzes application in improving students' reading comprehension skills. The participants were one class of the tenth graders at one school. The data were obtained through pre-test and a post-test. The reading comprehension assessment was covering identify the main idea, identifying supporting details, identifying references and making inferences. The final findings

showed that the Quizzes application had an effective impact on improving students' reading comprehension skills.

In the light of the previous studies, it can be proved that reading comprehension is a very important reading skill and can be improved through various strategies. It is the ability to read, understand, process and recall what was just read. It adds meaning to what is read. It occurs when words on a page are not just mere words but thoughts and ideas.

Reading fluency

Oral reading fluency is commonly defined as a student's ability to read with speed, accuracy and proper expression (NRP, 2000). Others define oral reading fluency as the ability to read text quickly and accurately with proper phrasing and expression (Valencia et al., 2010). Oral reading fluency has been defined as a critical component of skilled reading and a skill that is necessary for reading comprehension (NRP, 2000). "Fluency builds on a foundation of oral language skills, phonics, familiarity with letter forms and efficient decoding skills" (Pikulski & Chard, 2002, p. 517). A reader who is not fluent must alternate between two components of reading: word decoding and comprehension to drive meaning from the text. If attention is consumed by decoding, it limits the reader's ability to comprehend the text they are reading. Therefore, the ability to decode is essential for high levels of reading achievement (Pikulski & Chard, 2002).

Reading fluency is the ability to decode connected text with accuracy and speed (Archer, Gleason, & Vachon, 2003; Daly, Neugebauer, Chafouleas, & Skinner, 2015). It is also generally measured by how many words a student can read in a minute. Reading fluency refers to the reader's ability to develop control over surface-level text processing so that he or she can focus on understanding the deeper levels of meaning embedded in the text (Rasinski, 2004). It is one of the defining characteristic of poor readers, and lack of fluency is a common characteristic of poor readers.

Reading fluency is a reliable predictor of reading comprehension (Swain & Conely, 2013). The ability to read fluently can assist students in school and their daily lives (Scheriff, 2012). Rasinski (2012) , Pikulski and Chard (2005) proffered a deep construct view of reading fluency as : " Efficient, effective word recognition skills that permit a reader to construct the meaning of the text. Fluency is manifest inaccurate, expressive oral reading is applied during and make possible, silent reading comprehension" (p. 3).

Reading fluency is achieved by focusing on punctuation marks, emphasis, intonation, and semantic units and by avoiding word repetitions

and unnecessary pauses (Akyol, 2018). It is defined as reading a text accurately and at an optimum speed by automatically recognizing the words (Nunez, 2009). It is a complicated mental process that requires various other skills and procedures (Gunes, 2007). In the National Reading Panel (NRP, 2000), reading fluency was regarded as the fundamental component of being a successful reader.

Oral reading fluency has an undeniably crucial role in reading achievement. Experimental studies conducted recently verify that oral reading fluency plays a key role for successful literacy (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2003). According to Adams (1990), oral reading fluency is one of the characteristic features of best readers. Fluency has an effect on many components of reading such as word recognition and comprehension.

Hegazy & Abdel-Latif (2014) made a study to investigate that repeated reading intervention can improve prep students' reading fluency. The participants consisted of two groups of prep students. The participants received different types of reading instruction. While the control group received traditional reading instruction, the experimental one received repeated reading training that targeted three aspects of reading fluency (accuracy, automaticity and prosody). The two groups were tested in the three aspects of reading fluency before and after the intervention. The results indicated that repeated reading intervention improved prep students' reading fluency.

Bilal & Girli (2017) conducted a study to determine the impact of a tablet computer-aided intervention program for improving reading fluency. Three students who are in the third grades participated in the study. The multiple baselines across participants design which is one of the single-subject experimental models has been used as an experimental design and results are presented with graphics. The findings indicated that the use of a tablet computer-aided intervention program improved the reading fluency skills of the participants.

Suggs (2019) concluded a study to determine the impact of fluency instruction that used readers theatre texts on students' overall fluency performance. This study was an action research design. The participants consisted of students in fifth-grade who lack reading fluency skills. Quantitative data collection instruments of pre and post- tests and qualitative instruments of field notes, open-ended questionnaires and semi-interviews were used in this study. The results showed that the fluency

instruction that used readers theatre texts had a positive effect on students' reading fluency.

Accordingly, the previous studies have proved that reading fluency is a very important indicator of good reading that should be considered and taught through the use of various effective strategies to be improved.

Guided reading:

According to Tyner (2004), Guided reading is an instructional approach which allows the teacher to use leveled texts to instruct students on their reading level in a small group setting. Students who are a part of the reading group tend to share a similar reading behavior, which allows the teacher to instruct utilizing strategies to assist students to become effective readers (as cited in Guastello & Lenz, 2005, p. 144). Guided reading allows the student to practice reading with fluency and comprehension within their zone of proximal development.

Utilizing guided reading within the classroom provides educators with an effective way to differentiate reading instruction, allowing them to meet the needs of their students. The success of students and their ability to begin using the strategies they learn on their own is a goal of educators who implement guided reading. Students receive ample support to encourage an eventual outcome of successful, independent silent reading (Ford & Opitz, 2008). A study conducted by Harris (2004) at Woodland Intermediate School in Illinois concluded such findings as she stated, "These pragmatic educators sensed that frequent small group instruction and assessment components, inherent in guided reading, were an outstanding vehicle for achieving individualized instruction" (p. 24).

Such individualized instruction begins with forming guided reading groups based on the data gathered from assessing. A survey of 3,000 educators who implemented guided reading found these groups may consist of up to six students, meeting about three times a week for a duration of about 20 minutes each time (Ford & Opitz, 2008). During small group instruction, elementary educators leading groups of students ranging in age from kindergarten through fifth grade guide students through a selected text which meets the reading needs of the group. Creating guided reading groups may make it easier for elementary educators to diversify lessons and allow students to learn in a way that is best for them, which could increase their fluency, accuracy, and comprehension.

Guided reading is an instructional method that is used for all students, whether they are struggling or independent readers. This method is used to differentiate instruction based on the needs of individual students to improve reading skills at their level (Fountas & Pinnell 2001). Guided reading in the reading classroom may appear differently depending on the

level of the students who are grouped together. The true goal of guided reading is for students to seek independence in reading.

Dewi (2017) conducted study to find out the impact of guided reading on improving reading comprehension skills. The methodology of this research was quasi experimental design. The sample of this study were two classes of 56 students. The two classes were divided into two groups , 90 control and experimental groups. Data were collected by using the instrument in the form of multiple choice questions. After conducting the treatment , the instrument was used for the post-test. The final results showed that there is a significant of guided reading procedure towards students' reading comprehension skills.

Mwaura (2018) conducted a study to determine the impact of guided reading instruction on students' reading achievement in second grade. The Fountas and Pinnell Benchmark Assessment Kit was used to determine the students' independent reading ability. The students' fluency, accuracy and comprehension were assessed to evaluate their reading level. After the pretest data was collected, small group guided reading instruction was implemented a few times a week to address 89 their independent reading level needs. The findings showed that students' reading achievement was improved.

Suckow (2019) made a study to examine the impact of guided reading on reading skills. The sample of this study includes five elementary students in first grade. To analyze the impact of guided reading instruction, students' FAST bridge learning pre and posttest scores including sight words and sentence reading were compared. As guided reading instruction was carried out, a significant difference was noted in the words that students were able to read per minute. The final results showed that guided reading had a positive impact on reading comprehension and fluency skills.

Accordingly, the previous studies have proved the positive influence of guided reading on improving students' reading comprehension and fluency skills. Guided reading offers a supportive environment in which to promote such active participation in meaning making. In this way, students have a better chance of understanding texts they read. Guided reading allows for opportunities for students to practice reading fluency with an appropriately leveled text through the engagement of an interactive read-aloud, shared reading and independent reading while emphasizing the five dimensions of fluency which are pausing, phrasing, stress, intonation and rate.

Kahoot:

The use of technology in foreign language teaching and learning is beneficial for both teachers and students because, according to Altun

(2015), the researcher said that the use of technology in the teaching and learning process will improve the quality and experience in that process which can also be a media that can facilitate and support the process resulting in a great deal of advantages. However, it is also mentioned that combining the technology in the classroom must be accompanied with a good planning so that the learning will be meaningful and the class participation will authentically appear to build students' motivation and improve their scores.

In this digital area, there is a term namely "Web 2.0" which is about the second generation of the internet, which is more active and user-friendly. There are kinds of them such as Prezi, Google Doc, and Kahoot. Kahoot is a student response system that encourages student to participate and keeps them engaged because of its game-based platform (Dellos, 2015). Some researchers have called kahoot a game-based student response system (GSRS), as it is a combination of a student response system and a game-based learning platform (Wang, 2014; Sharma & Unger, 2016). Kahoot allows teachers to create online quizzes that can be accessed through students' smart phones, tablets or computers (Dellos, 2015; "The kahoot Guide", 2016).

According to Kapuler (2015), Kahoot is one of the top 100 new apps to use in classroom and it is at number 36 on the list of apps related for educational trends. Kahoot is also advantages to educational trends including gamification and students engagement (Ciaramella, 2017). According to Bicen and Kocakoyun (2018) states that the kind of kahoot can be in the form of quiz, discussion and survey. It actually a game in which the users are able to assess and reward from the correct answers provided in the quiz. As a game, kahoot increase the students' motivation and willing to learn reading comprehension. They will not feel perforce to learn reading, whereas they will learn it with their own interests.

Fakhrudin (2019) made a study to reveal whether there any significant effect of kahoot application as technology resources in teaching reading comprehension, especially in narrative text. The method used in this research was quantitative design with a quasi-experimental study. The population of students at the first grade was 230 students of Vocational High School in Majalengka with two sample classes which have 19 students in each class. Both classes were assigned into 120 experimental and control class. Experimental class was taught by using kahoot application, control class was taught with team games tournament method. The data was collected through pretest and post-test. Based on the calculation data, this

research showed that using kahoot application is effective in teaching reading comprehension of narrative text.

Wibisono (2019) conducted another study to identify the effects of kahoot in reading comprehension test scores. This study was carried out among 50 students from a senior high school in Surabaya. Data were analysed and presented using descriptive statistics in the form of frequency, means, standard deviation and independent t-test. From this study, it was found that the students' reading comprehension test scores were higher when they were taught using kahoot on the learning process. Besides ,their learning attitudes on cognitive, psychomotor and affective skills showed some positive effects.

Putri (2019) conducted another study to find out the impact of kahoot game in improving students' reading 121 comprehension. This study was a quasi-experimental research using quantitative data as the instrument for collecting data. The pre-test and post-test non-equivalent group design was applied as the research design. The participants of this study were the seventh grade students of SMP Negeri 15 Semarang in the academic year of 2019/2020. The students in the experimental group were taught by kahoot game and the students in the control group were taught by conventional method. The instrument of this study is reading comprehension test in a form of multiple choices. The final results showed that using kahoot game had an effective impact on improving students' reading comprehension.

Based on the previous studies above, it could be summed up that Kahoot! influences students' performance in the classroom. Students need to get involved while studying. It provides a positive and competitive atmosphere that encourages learning in students. Kahoot also develops students' cognitive skills like thinking and problem-solving. It also facilitates students to focus on significant subject matter that was delivered in the classroom.

Pilot study

In order to provide an evidence for the problem of the study, the researcher conducted a pilot study to determine students reading comprehension and fluency skills. A reading comprehension and fluency skills test designed by the researcher was administered to a sample of (25) second year preparatory stage students at Saqr Quraish preparatory school in the city of El-Mahalla El Kubra.

Table1 : EFL Reading Comprehension Test Results

Reading comprehension skills	Mean	SD	Percentage
Skimming	1.4	0.860	14
Scanning	1.65	0.792	17
Guessing	2.1	0.663	22
Fluency	1.95	0.497	20
Vocabulary	2.45	0.973	25
Total	9.55	3.785	47

Table 2: EFL Reading Fluency Test Results

Reading fluency skills	Mean	SD	Percentage
Accuracy	1.3	.479	16
Speed	1.1	.468	13
Prosody	.75	.446	9
Total	3.15	1.39	31

The results indicate that the mean score of the reading comprehension and fluency test is (9.55) and (3.15), which is considered as an indication that the students need to improve their reading comprehension and fluency skills.

Statement of the problem:

Based on the review of related literature and the results of the pilot study, the problem of the current study can be identified as follows:

Students at the preparatory school faced some difficulties in their reading comprehension and fluency skills. Some of these difficulties are lack of background knowledge and motivation. They also have difficulties with skimming and scanning and can not comprehend the text they are reading well. There are other problems with reading fluency such as problems with decoding, processing skills and lack of practice with speed and accuracy.

Questions of the study

The present study needs to answer the following questions:

1. What are the components of kahoot-aided guided reading program to improve reading comprehension and fluency skills?
2. What is the impact of kahoot-aided guided reading program in enhancing reading comprehension?
3. What is the impact of kahoot-aided guided reading program in enhancing reading fluency?

Purpose of the study:

- 1-Determining the reading comprehension and fluency skills that should be mastered by students at the preparatory school.

2- Investigating the impact of using kahoot-aided guided reading program in developing the reading comprehension and fluency skills of students at the prep stage.

Hypotheses:

The current study will attempt to verify the following hypotheses:

- 1- There is a statistically significant difference at (0.05) level between the mean score of the experimental and the control group students on the post-administration of the reading comprehension and fluency skills test in favor of the experimental group.
- 2- There is a statistically significant difference at (0.05) level between the mean score of the experimental group students on the pre- and post-administrations of the reading comprehension and fluency skills test in favor of the post-administration.

Definition of terms:

Guided reading:

In this study, guided reading is defined as an instructional approach aimed at supporting students to become independent and strategic readers (Ford & Optiz, 2011). It is a research-informed approach to reading instruction adopted by literacy educators as a key component of well-balanced and comprehensive classroom-based literacy programs in many countries around the world.

Comprehension

In this study, reading comprehension is defined as a critical skill essential for access to the broad curriculum and long-term academic success (McNamara & Magliano, 2009). It is theorized to stem from the reader's ability to integrate efficiently previously acquired knowledge with the information provided in the text.

Fluency

In this study, reading fluency is defined as a key skill, which is a prerequisite for comprehension which is the ultimate goal of reading (Tindal, 2016 & Rasinski, 2014). It is considered the process of automatizing decoding, which forms a bridge between decoding and reading comprehension (Pikulski & Chard, 2005).

Kahoot

It is an online game that tests students' knowledge of course content. The game is free for both teachers and students, and simply requires a multimedia tool to participate (Siegle, 2015). Kahoot also provides teachers with the ability to select the amount of time that the students have to respond to each question (Siegle, 2015).

Method

Participants

Participants of the study will be sixty students from second year preparatory stage at Sakr Quraish preparatory school in the city of El Mahalla El Kubra, Gharbia governorate. Two intact classes will be randomly assigned to an experimental and a control group. Students' age ranges between twelve and thirteen years.

Design

This study will adopt the quasi-experimental design including two groups of the 8th grade students.

Instruments:

- 1 -An EFL reading comprehension skills questionnaire.
- 2-An EFL pre-post reading comprehension and fluency skills test.
- 3-A reading fluency scale.

Results and Discussions

The results of the study were statistically analyzed in terms of its hypotheses and they were discussed in the light of the theoretical background and related studies. Results of the study were reported as follows:

Table (1) Comparing the control and the experimental groups reading performance on the post-administration of the reading comprehension skills Test

VARIABLES	The group	N.of cases	Means	S.D	Df	t.Value	Sig.
<i>Identifying the title</i>	Control	30	3.63	0.490	58	-24.435	0.01
	Experimental	30	5.97	0.183			Sig.
<i>Scanning the text</i>	Control	30	3.07	0.254		-29.611	0.01
	Experimental	30	5.77	0.430			Sig.
<i>Making inferences</i>	Control	30	3.00	0.263		-23.837	0.01
	Experimental	30	5.27	0.450			Sig.
<i>Guessing the meaning</i>	Control	30	2.73	0.583		-15.179	0.01
	Experimental	30	4.97	0.556			Sig.
<i>Finding the cause</i>	Control	30	2.23	0.430		-21.301	0.01
	Experimental	30	4.70	0.466			Sig.
Total score	Control	30	14.67	1.155		-45.195	0.01
	Experimental	30	26.67	0.884			Sig.

As shown in table (4.1), there was a statistically significant difference at 0.01 between the mean score of the experimental and control groups in

the post-administration of the reading comprehension test in favor of the experimental group. This means that using the (kahoot – aided) guided reading program had a positive impact on the experimental group's reading comprehension skills.

Table(2): Comparing the control and the experimental groups reading performance on the post-administration of the the fluency skills test

VARIABLES	The group	N.of cases	Means	S.D	Df	t.Value	Sig.
<i>Accumativity</i>	Control	30	98.30	7.302	58	-92.807	0.01 Sig.
	Experimental	30	259.40	6.089			
<i>Prosody</i>	Control	30	14.47	1.196		-68.662	0.01 Sig.
	Experimental	30	38.90	1.539			
<i>Comprehension</i>	Control	30	15.70	1.841		-41.830	0.01 Sig.
	Experimental	30	36.93	2.083			

Results in table (4.2) reported that the experimental group surpassed the control group in the reading fluency sub-skills of accumativity, prosody and comprehension ($m = 295.4$ & $t = 92.8$; $m = 38.9$ & $t = 68.6$; $m = 36.9$ & $t = 41.8$ respectively).

Table (3) Comparing the reading performance of the experimental group on the reading comprehension pre- and post test.

VARIABLES	Practice	N.of cases	Means	S.D	Df	t.Value	Sig.
<i>Identifying the title</i>	pre – test	30	3.67	0.479	29	-27.028	0.01 Sig.
	post – test	30	5.97	0.183			
<i>Scanning the text</i>	pre – test	30	3.03	0.183		-33.286	0.01 Sig.
	post – test	30	5.77	0.430			
<i>Making inferences</i>	pre – test	30	2.97	0.320		-23.548	0.01 Sig.
	post – test	30	5.27	0.450			
<i>Guessing the meaning</i>	pre – test	30	2.57	0.626		-15.375	0.01 Sig.
	post – test	30	4.97	0.556			
<i>Finding the cause</i>	pre – test	30	2.07	0.521		-20.077	0.01 Sig.
	post – test	30	4.70	0.466			
<i>All Test</i>	pre – test	30	14.30	1.088		-44.574	0.01 Sig.
	post – test	30	26.67	0.884			

Table (4.2) indicates that there is a significant difference at 0.01 levels between the mean score of the experimental group students on the pre- and post-administration of the reading comprehension skills test in favor of the post- administration.

Table(4) Comparing the reading fluency performance of the experimental group on the pre and the post administrations of the reading fluency test

VARIABLES	Practice	N.of cases	Means	S.D	Df	t.Value	Sig.
<i>Accumativity</i>	pre – test	30	98.33	7.024	29	-92.116	0.01
	post – test	30	259.40	6.089			Sig.
<i>Prosody</i>	pre – test	30	14.00	1.114		-75.472	0.01
	post – test	30	38.90	1.539			Sig.
<i>Comprehension</i>	pre – test	30	16.73	2.477		-35.430	0.01
	post – test	30	36.93	2.083			Sig.

The experimental group reading fluency performance significantly improved in the post administration of the test. Their accumativity , prosody and comprehension skills were higher than those in the pre-administration (m = 259.4 compared to 98.3 ; m =38.9 compared to 14.0 ; m = 36.9 compared to 16.7 respectively) and all t-values were significant at the 0.01 level.

Results of this study indicated that the (kahoot-aided) guided reading program that were used in the treatment led to an observable improvement in the reading comprehension and fluency skills of the experimental group. This was reflected in the high score of the students of the experimental group obtained in the post-administration.

The study results are consistent with Hansen (2016) , O’Rourke (2017) , Dewi (2018) , Teets (2017) , Kopic (2018) which supported the impact of using (kahoot-aided) guided reading program to improve reading comprehension and fluency skills. Similar studies by Etummu (2019) , Suckow (2019) , Mwaura (2018) , Richardson (2010) and Hamzah & Jufri (2020) conducted that guided reading with the aid of kahoot application offers teachers good and effective opportunities to provide more interaction with students to improve reading comprehension and fluency skills.

Conclusion

In adopting (kahoot – aided) guided reading program in learning, the role of both the teacher and the learner has changed. In other words, the teacher's role is to facilitate, pose questions and give comments. The teacher's role as a guide, manager, motivator and feedback-provider increased in importance. Nevertheless, learners are no longer dependent or passive recipients towards their learning.

The results of the study showed the superiority of the experimental group who used (kahoot – aided) guided reading in comparison to the control group pupils who received a regular teaching mode. Therefore, this study concluded the effectiveness of using (kahoot – aided) guided reading in developing pupils' reading comprehension and fluency skills.

Recommendations

In the light of the results of this study, the following recommendations are presented:

- It is important to use guided reading approach by the use of kahoot application in teaching the EFL language skills in different educational stages.
- In-service teachers should be trained on designing (kahoot – aided) guided reading program that is suitable for the pupils' level.
- Curriculum designers should provide diverse activities at all levels of instruction for the pupils to improve their EFL skills.
- Course designers should provide teachers with software programs for using kahoot to assess the reading comprehension skills through an enjoyable way.

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