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their fears and hesitations instead of avoiding them, (3) due to COVID-19 pandemic, learners were directed to online learning sessions which was not totally accepted from their point of view.

Conclusion

Based on the results found out in the current research, it was concluded that both P3C2R+GIRD and KAPS models have developed fifth year primary stage struggling readers' phonological awareness, oral reading fluency and reading comprehension skills. These two instructional reading models have proved to be highly effective for EFL primary stage struggling readers. The core points of these two instructional models were: keeping pupils engaged in the reading tasks, giving pupils opportunities to choose topics of their own interests, helping pupils enhance their weaknesses in PA, ORF and reading comprehension skills, and motivating struggling readers to participate actively in EFL reading tasks and activities. One major conclusion of this research paper is that instructors' personal coaching effect with struggling readers was a mile stone on pupils' EFL reading development through reduction of negative attitudes and FL anxiety.

Recommendations

The researcher recommends that: (1) P3C2R+GIRD and KAPS models need to be applied in EFL reading classes, (2) primary stage instructors should use relevant and suitable teaching methods and techniques to help struggling readers, (3) EFL curriculum developers need to design definite reading courses and extra-activities for struggling readers, (4) **remedial classes** in EFL reading should be offered for primary stage Egyptian struggling readers, (5) **Egyptian EFL instructors** should be well equipped by various effective instructional models as **P3C2R+GIRD** and **KAPS** to help struggling readers develop their reading skills.

Suggestions for further research

The researcher suggests the following areas for further research: (1) investigating the effects of P3C2R+GIRD and KAPS models on other language skills, (2) investigating the effects of P3C2R+GIRD and KAPS models on preparatory and secondary stage learners, and (3) investigating the effects of other instructional models on developing phonological awareness, oral reading fluency and reading comprehension skills.

stories and plays were included in the reading sessions where learners practiced reading and rereading in a stress free environment full of fun and cooperation. (2) Learners start the sessions by listening to relevant collocations and practicing reading them along until they were able to read them fluently. (3) Learners were encouraged to produce their own stories orally applying the same collocations. (4) Learners were allowed to read and reread the same collocation or passage for several times.

The third hypothesis stated that no statistically significant differences ($\alpha \leq 0.05$) would exist in EFL primary stage struggling readers' mean scores in the EFL reading comprehension posttest among the three groups (the control group and the two experimental groups). To test the third hypothesis of the research, the three groups' (the control group and the two experimental groups) mean scores in the post-administration of the phonological awareness test were compared using One-Way ANOVA. Statistically significant differences were found between the mean scores of the three groups in favour of the two experimental groups. Moreover, t-test and Scheffe test were applied to investigate the differences between the mean scores of the two experimental groups. No significant differences between the mean scores of the participants of the two experimental groups appeared (t=1.31) which is not significant at ($\alpha \leq 0.05$) level. This result indicated the equal positive benefits of the two models (P3C2R+GIRD and KAPS) in developing struggling readers' reading comprehension skills.

Previous research has shown that developing EFL learners' reading comprehension skills is highly related to the development of phonological awareness and oral reading fluency skills as being major components of reading (National Reading Panel, 2000; Reid, 2000; Mehta, Foorman, Branum-Martin & Taylor, 2005; Chang, Taylor, Rastle, & Monaghan, 2017; Silva, Marques & Sucena, 2020). On the other hand, despite the positive effects of the two reading models on developing phonological awareness, oral reading fluency and reading comprehension skills among fifth year primary stage struggling readers, the researcher has encountered certain difficulties during the implementation of the treatments among these challenges are the following: (1) lack of self- confidence, fear and anxiety among the learners at the beginning of the treatments, (2) learners showed resistance to read aloud at the beginning of the treatment but gradually they learnt how to focus on accuracy before fluency, how to conquer

reading activities that require applying reading comprehension strategies. Finally, step four: completing literal and inference tests.

The researcher hypothesized three hypotheses. The first hypothesis stated that no statistically significant differences ($\alpha \leq 0.05$) would exist in EFL primary stage struggling readers' mean scores in the phonological awareness posttest among the three groups (the control group and the two experimental groups). To test the first hypothesis of the research, the three groups' (the control group and the two experimental groups) mean scores in the post-administration of the phonological awareness test were compared using One-Way ANOVA. Statistically significant differences were found between the mean scores of the three groups in favour of the two experimental groups. Moreover, t-test and Scheffe test were applied to investigate the differences between the mean scores of the two experimental groups. No significant differences between the mean scores of the participants of the two experimental groups appeared (t=1.57) which is not significant at ($\alpha \leq 0.05$) level. This result indicated the equal positive benefits of the two models (P3C2R+GIRD and KAPS) in developing struggling readers' phonological awareness skills.

The second research hypothesis stated that no statistically significant differences ($\alpha \leq 0.05$) would exist in EFL primary stage struggling readers' mean scores in the oral reading fluency posttest among the three groups (the control group and the two experimental groups). The One-Way ANOVA coefficient was applied to test the second hypothesis. Statistically significant differences have appeared between the mean scores of the three groups in favour of the two experimental groups. In addition, t-test and Scheffe test were applied to determine the differences between the mean scores of the two experimental groups. Statistically significant differences have been confirmed between the mean scores of the research participants of the first and second experimental groups in the post-administration of the oral reading fluency test in favour of the first experimental group that was taught using the P3C2R+GIRD model. This finding has clarified that the P3C2R+GIRD model was more effective than the KAPS model in developing oral reading fluency skills for fifth-year primary stage struggling readers.

The positive effects of the P3C2R+GIRD model on struggling readers' oral reading fluency skills were due to the following factors: (1) the P3C2R+GIRD model was highly motivating for struggling readers as

impacts on developing EFL reading comprehension skills for fifth-year primary stage struggling readers.

Discussion

Although, they are a part of the Egyptian regular school system, struggling readers do not have the same abilities as their peers. They are not mentally disabled but they do need time, attention, repetition and integration of special techniques and reading models that can help them learn according to their own paces and acquire the required skills for their academic achievement. Among these important skills are reading comprehension, phonological awareness and oral reading fluency skills that are crucial for EFL struggling readers' language proficiency. Thus, the aim of the current research was to investigate the effects of P3C2R+GIRD vs. KAPS models on developing EFL reading comprehension, phonological awareness and oral reading fluency skills among primary stage struggling readers.

The research participants were assigned into three groups: a control group and two experimental ones. The participants of the control group received regular instruction while the first experimental group was exposed to the P3C2R+GIRD model. It is comprehensively developed into six steps. The six steps were originally developed to enhance reading comprehension skills through providing exercises and activities related to comprehension skills as (drawing inferences, making prediction, skimming and scanning skills). In each session for the first experimental group (experimental one), the researcher has added phonological awareness and oral reading fluency teaching materials and exercises. Thus, each single session of the P3C2R+GIRD group was devoted to developing one or more reading comprehension, phonological awareness and oral reading fluency skills. This model has helped instructors activate struggling readers' imagination and prediction skills, reduce their fear of participating in reading exercises, boost their vocabulary and grammar skills and appreciate the importance of phonological awareness as well as oral reading fluency skills.

The second experimental group was exposed to the KAPS model that consists of four steps: Step one: completing the 10-item multiple-choice background knowledge test to activate learners' background knowledge. Step two: asking learners to read the passage or the story to develop their prosody and automaticity. Step three: presenting two multiple-choice

Based on the previous findings, it can be concluded that:

- There is a statistically significant difference at (0.05) level between the mean scores of the research participants of the first experimental group (experimental one) and the control group in the post-administration of the EFL reading comprehension test in favour of the first experimental group.
- There is a statistically significant difference at (0.05) level between the mean scores of the research participants of the second experimental group (experimental two) and the control group in the post-administration of the EFL reading comprehension test in favour of the second experimental group.
- There is no statistically significant difference at (0.05) level between the mean scores of the research participants of the first experimental group (experimental one) and the second experimental group (experimental two) in the post-administration of the EFL reading comprehension test.

Furthermore, t-test was applied to emphasize the differences in the mean scores of the research participants of the first experimental group (experimental one) and the second experimental group (experimental two). The results were shown in the following table:

Table (22): t- test differences between the participants' of the research groups (experimental one and experimental two) mean scores in the post- administration of the EFL reading comprehension test

Group	No	Mean	S. D	D. F	t- value	Level of sig.
Experimental one	20	26.00	2.36	38	1.31	Not. Sig. at 0.05 level
Experimental Two	20	25.05	2.24			

*t-tabular value at (0.05) level and D.F (38) equals (2.02)

As a result, the researcher has found out that there is no statistically significant difference between the mean scores of the research participants of the first and second experimental groups in the post-administration of the EFL reading comprehension test. Thus, the two reading models (P3C2R+GIRD and KAPS) have proved their positive

Table (20): One-Way ANOVA Coefficient findings of the mean scores of the research participants of the three groups in the post-administration of the EFL reading comprehension test

Variance source	Sum of squares	df	Mean square	F	Sig.
Between groups	2650.4	2	1325.2	309.7	Sig. at 0.05 level
Within Groups	243.9	57	4.27		
Total	2894.3	59			

* The tabular value of F-test, at the (0.05) level and D.F (2 and 57), is (3.15).

The previous table indicated that there were statistically significant differences at (0.05) level in EFL fifth-year primary stage struggling readers' mean scores in the post-administration of the EFL reading comprehension test among the three groups of the research (the control group and the two experimental groups). Thus, the third hypothesis was rejected. Moreover, Scheffe test was applied to determine the differences' direction among the mean scores of the three groups of the research (experimental one, experimental two and control), and the results were shown in table (21):

Table (21): Differences' direction among the mean scores of the research three groups in the post- administration of the EFL reading comprehension test

Group A	Group B	Mean difference	Sig.
Experimental one	Experimental Two	0.95	Not. Sig. at 0.05 level
	Control	14.56	Sig. at 0.05 level
Experimental Two	Control	13.60	Sig. at 0.05 level

in the post-administration of the EFL reading comprehension test is clarified in the following table:

Table (19): Descriptive statistical analysis of the research participants' mean scores in the post-administration of the EFL reading comprehension test

Group	No	Mean	S. D
Experimental one	20	26.00	2.36
Experimental Two	20	25.05	2.24
Control	20	11.45	1.50

This finding of the research can be clarified using the following statistical representation:
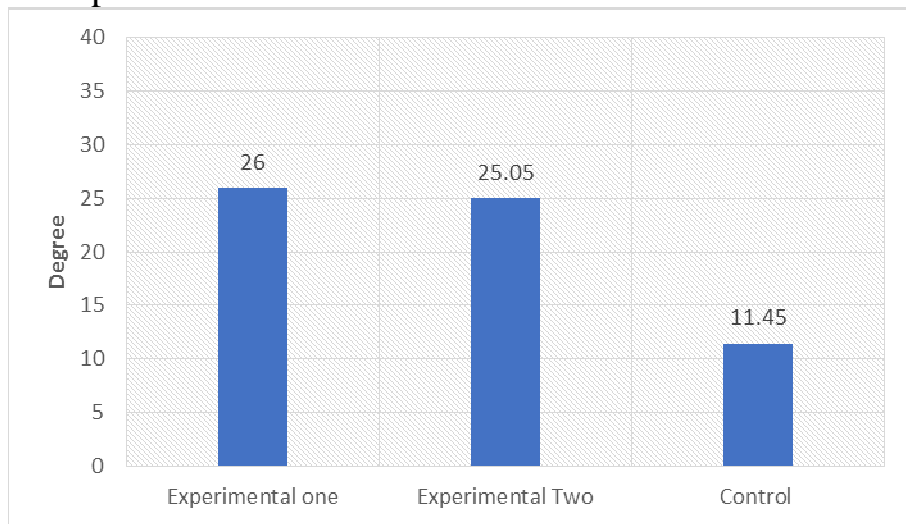

Figure (3): The statistical representation of the research participants' mean scores in the post-administration of the EFL reading comprehension test

Thus, to verify the significant differences found between the participants' mean scores in the post-administration of the EFL reading comprehension test, the third hypothesis which states that " No statistically significant differences ($\alpha \leq 0.05$) would exist in EFL primary stage struggling readers' mean scores in the EFL reading comprehension posttest among the three groups (the control group and the two experimental groups", should be investigated. The One-Way ANOVA Coefficient was applied and the results were illustrated in the following table:

Further, t-test was applied to emphasize the differences in the mean scores of the research participants of the first experimental group (experimental one) and the second experimental group (experimental two) in the post-administration of the oral reading fluency test. The results were shown in the following table:

Table (18): t- test differences between the participants' of the research groups (experimental one and experimental two) mean scores in the post- administration of the oral reading fluency test

Group	No	Mean	S. D	D. F	t- value	Level of sig.
Experimental one	20	42.45	4.26			
Experimental Two	20	39.20	2.89	38	2.82	Sig. at 0.05 level

*t-tabular value at (0.05) level and D.F (38) equals (2.02)

According to table (18), statistically significant differences have been confirmed between the mean scores of the research participants of the first and second experimental groups in the post-administration of the oral reading fluency test in favour of the first experimental group that was taught using the P3C2R+GIRD model. This finding has indicated that the P3C2R+GIRD model was more effective than the KAPS model in developing oral reading fluency skills for fifth-year primary stage struggling readers. Struggling readers are a part of our regular schools because they are not mentally or physically disabled. Their main problem is that they are considered rate or pace disabled who need more time, more resources and more repetition to achieve. The P3C2R+GIRD model do focus on the idea of providing learners with more time and repetition through its systematic steps. Thus, this model has achieved a great effect on developing oral reading fluency skills due to the following reasons: 1) providing a variety of tasks and activities, 2) reading and repeating for the pupils, and 3) providing positive immediate feedback.

3. Findings of the third research hypothesis:

For investigating the third hypothesis of the research, the descriptive statistical analysis of the mean scores of the research participants of the three research groups (experimental one, experimental two and control)

This table indicated that there were statistically significant differences at (0.05) level in EFL fifth-year primary stage struggling readers' mean scores in the post-administration of the oral reading fluency test among the three groups of the research (the control group and the two experimental groups), hence, the second hypothesis was rejected. In addition, Scheffe test was applied to determine the differences' direction among the mean scores of the three groups of the research (experimental one, experimental two and control), and the results were shown in table (17):

Table (17): Differences' direction among the mean scores of the research three groups in the post- administration of the oral reading fluency test

Group A	Group B	Mean difference	Sig.
Experimental one	Experimental Two	3.25	Sig. at 0.05 level
	Control	29.3	Sig. at 0.05 level
Experimental Two	Control	26.0	Sig. at 0.05 level

Based on the findings of Scheffe test illustrated in the previous table it was concluded that:
- There is a statistically significant difference at (0.05) level between the mean scores of the research participants of the first experimental group (experimental one) and the control group in the post-administration of the oral reading fluency test in favour of the first experimental group.
- There is a statistically significant difference at (0.05) level between the mean scores of the research participants of the second experimental group (experimental two) and the control group in the post-administration of the oral reading fluency test in favour of the second experimental group.
- There is a statistically significant difference at (0.05) level between the mean scores of the research participants of the first experimental group (experimental one) and the second experimental group (experimental two) in the post-administration of the oral reading fluency test in favour of the first experimental group.

The following statistical representation provides additional clarifications to the findings represented in table (15).
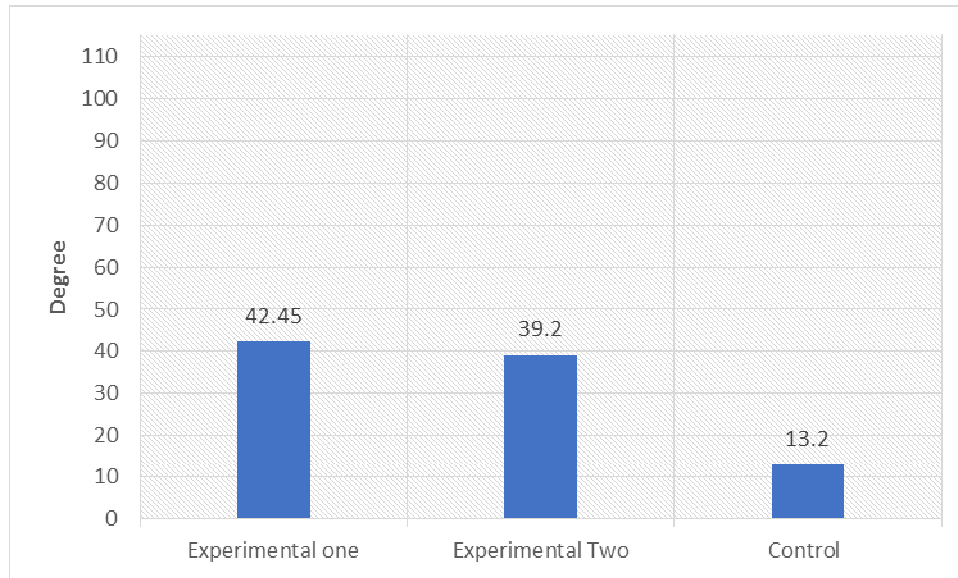

Figure (2): The statistical representation of the research participants' mean scores in the post-administration of the oral reading fluency test

Accordingly, to emphasize the significant differences found between the participants' mean scores in the post-administration of the oral reading fluency test, the second hypothesis which states that " No statistically significant differences ($\alpha \leq 0.05$) would exist in EFL primary stage struggling readers' mean scores in the oral reading fluency posttest among the three groups (the control group and the two experimental groups", should be investigated. The One-Way ANOVA Coefficient was applied and the results were presented in the following table:

Table (16): One-Way ANOVA Coefficient findings of the mean scores of the research participants of the three groups in the post-administration of the oral reading fluency test

Variance source	Sum of squares	df	Mean square	F	Sig.
Between groups	10280.8	2	5140.4	541.2	Sig. at 0.05 level
Within Groups	541.3	57	9.49		
Total	10822.2	59			

* The tabular value of F-test, at the (0.05) level and D.F (2 and 57), is (3.15).

Further, t-test was applied to assure the differences in the mean scores of the research participants of the first experimental group (experimental one) and the second experimental group (experimental two). The results were clarified in the following table:

Table (14): t- test differences between the participants' of the research groups (experimental one and experimental two) mean scores in the post- administration of the phonological awareness test

Group	No	Mean	S. D	D. F	t- value	Level of sig.
Experimental one	20	44.00	5.35			Not. Sig. at 0.05 level
Experimental Two	20	41.70	3.75	38	1.57	

*t-tabular value at (0.05) level and D.F (38) equals (2.02)

Consequently, the researcher has found out that there is no statistically significant difference between the mean scores of the research participants of the first and second experimental groups in the post-administration of the phonological awareness test. This finding has indicated the positive significant effects of the two reading models (P3C2R+GIRD and KAPS) on developing phonological awareness skills for fifth-year primary stage struggling readers.

2. Findings of the second research hypothesis:

The descriptive statistical analysis of the mean scores of the research participants of the three research groups (experimental one, experimental two and control) in the post-administration of the oral reading fluency test is clarified in the following table:

Table (15): Descriptive statistical analysis of the research participants' mean scores in the post-administration of the oral reading fluency test

Group	No	Mean	S. D
Experimental one	20	42.45	4.26
Experimental Two	20	39.20	2.89
Control	20	13.20	1.40

The findings of table (12) have indicated that there were statistically significant differences at (0.05) level in EFL fifth-year primary stage struggling readers' mean scores in the phonological awareness posttest among the three groups (the control group and the two experimental groups), thus the first hypothesis was rejected. In addition, Scheffe test was applied to determine the differences' direction among the mean scores of the research three groups (experimental one, experimental two and control), and the results were shown in table (13):

Table (13): Differences' direction among the mean scores of the research three groups in the post- administration of the phonological awareness test

Group A	Group B	Mean difference	Sig.
Experimental one	Experimental Two	2.30	Not. Sig. at 0.05 level
	Control	22.7	Sig. at 0.05 level
Experimental Two	Control	20.4	Sig. at 0.05 level

Based on the previous findings illustrated in table (13), it can be concluded that:

- There is a statistically significant difference at (0.05) level between the mean scores of the research participants of the first experimental group (experimental one) and the control group in the post-administration of the phonological awareness test in favour of the first experimental group.
- There is a statistically significant difference at (0.05) level between the mean scores of the research participants of the second experimental group (experimental two) and the control group in the post-administration of the phonological awareness test in favour of the second experimental group.
- There is no statistically significant difference at (0.05) level between the mean scores of the research participants of the first experimental group (experimental one) and the second experimental group (experimental two) in the post-administration of the phonological awareness test.
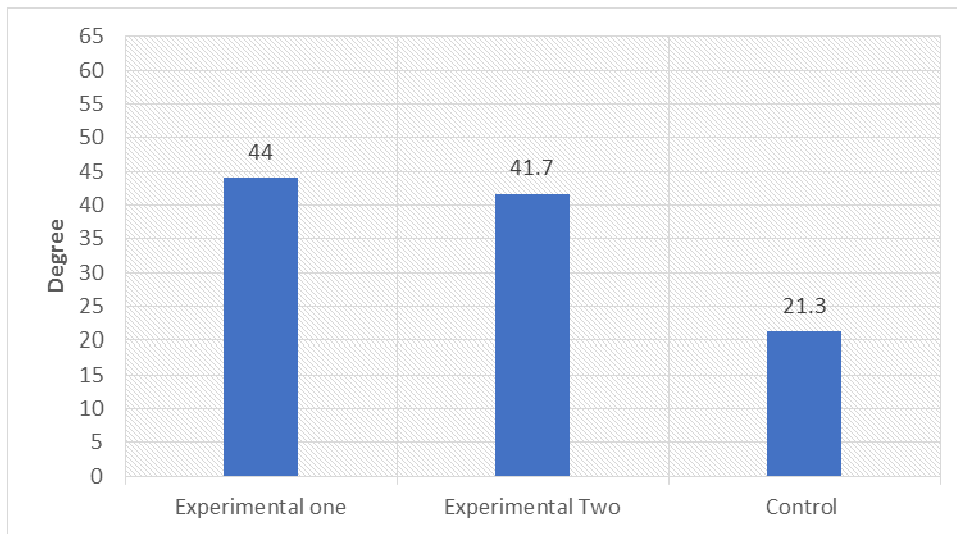
Figure (1): The statistical representation of the research participants' mean scores in the post-administration of the phonological awareness test

So, to assure the existence of these statistical differences, the following hypothesis should be investigated: "No statistically significant differences (α ≤ 0.05) would exist in EFL primary stage struggling readers' mean scores in the phonological awareness posttest among the three groups (the control group and the two experimental groups) through using the One-Way ANOVA Coefficient. The results were illuminated in table (12):

Table (12): One-Way ANOVA Coefficient findings of the mean scores of the research participants of the three groups in the post-administration of the phonological awareness test

Variance source	Sum of squares	Df	Mean square	F	Sig.
Between groups	6244.9	2	3122.4	180.1	Sig. at
	988.4	57	17.34		0.05 level
Within Groups	7233.3	59			
Total					

* The tabular value of F-test, at the (0.05) level and D.F (2 and 57), is (3.15).

The findings presented in table (10) have emphasized that the three groups were independent and homogeneous. The absence of a statistically significant difference at the level of (0.05) between the mean scores of the research participants of the three groups (experimental one, experimental two and control) in the pre-administration of the research instruments has ensured the high possibility of applying the research experiment to the participants of the three groups.

Findings and discussion

The findings of the current research were presented to answer the research questions in light of the research hypotheses.

1. No statistically significant differences ($\alpha \leq 0.05$) would exist in EFL primary stage struggling readers' mean scores in the phonological awareness posttest among the three groups (the control group and the two experimental groups).

2. No statistically significant differences ($\alpha \leq 0.05$) would exist in EFL primary stage struggling readers' mean scores in the oral reading fluency posttest among the three groups (the control group and the two experimental groups).

3. No statistically significant differences ($\alpha \leq 0.05$) would exist in EFL primary stage struggling readers' mean scores in the EFL reading comprehension posttest among the three groups (the control group and the two experimental groups).

1. Findings of the first research hypothesis:

In order to study the significant differences between the mean scores of the research participants of the three groups in the post-administration of the phonological awareness test, the descriptive statistics of the research groups should be clarified as follows:

Table (11): Descriptive statistical analysis of the research participants' mean scores in the post-administration of the phonological awareness test

Group	No	Mean	S. D
Experimental one	20	44.00	5.35
Experimental Two	20	41.70	3.75
Control	20	21.30	3.04

This finding of the research can be clarified using the following statistical representation:

models on the development of fifth-year struggling readers' phonological awareness, oral reading fluency and EFL reading comprehension skills.

Homogeneity of the research groups in the pre-administration of the research instruments:

The research instruments were applied prior to the experimental treatment to the research participants in order to ensure their homogeneity and to adjust the experimental variables. This pre-administration of the research instruments was to avoid the influence of some other variables such as, time and age, on the research results after the implementation of the experiment. With regard to the pre-administration of the phonological awareness, oral reading fluency and EFL reading comprehension tests, to the three groups (experimental One, experimental two and Control), on 1/3/2021, the One-Way ANOVA test was applied to identify the significant differences between the mean scores of the three groups. The results were illustrated in table (10) as follows:

Table (10): The One-Way ANOVA test and level of significance in the pre-administration on (experimental one, experimental two and control) of the research instruments

the research instruments	Variance source	Sum of squares	df	Mean square	F	Sig.
An EFL Reading Comprehension Test	Between groups Within Groups Total	0.03 144.15 144.18	2 57 59	0.017 2.529	0.007	Not. Sig. at 0.05 level
An EFL Phonological Awareness test	Between groups Within Groups Total	22.8 410.8 433.6	2 57 59	11.4 7.21	0.214	Not. Sig. at 0.05 level
An EFL Reading Fluency test	Between groups Within Groups Total	0.7 114.6 115.3	2 57 59	0.35 2.01	0.174	Not. Sig. at 0.05 level

* The tabular value of F-test, at the (0.05) level and D.F (2 and 57), is (3.15).

2.2 Step two

Participants were asked to read the reading passage/story orally to assess their PA and ORF skills in addition to Assessing struggling readers' reading comprehension skills (e.g. background knowledge, prosody and automaticity) were based on their reading of the texts.

2.3 Step three

In this step, short passages, suitable for fifth-year primary stage pupils, were presented for the research participants of the second experimental group. After reading each passage, participants were asked to answer two multiple-choice questions requiring the use of various reading comprehension strategies, PA and ORF skills. For instance, in the summarizing strategy, participants were presented with four possible summary sentences. Their task was to decide and read aloud the best summary of the passage. The six strategies presented in the KAPS reading model were activating background knowledge, summarizing, identifying main idea, awareness of text structure, predicting, and self-questioning.

2.4 Step four

Participants were asked to complete a sentence verification task (SVT) tests to measure their literal skills. This test included four types of test items:1) originals, copied exactly as stated in the main text, b) paraphrases, constructed by changing as many words as possible in original sentences without changing the meaning, c) meaning changes, constructed by changing one or two words in original sentences so that the meaning of the sentences was altered, and (d) distractors, that were syntactically similar and thematically related to the original sentences but were not consistent with the meaning to the originals. Each type of the four types of the test consisted of four items. Participants were asked to mark "yes" for test items that had the same meaning as the reading text or "no" for those that had a different meaning. Besides, an inference verification task (IVT) was applied to measure the students' deeper or inferential, comprehension of the same text.

Finally, the participants of the research were post-tested on phonological awareness, oral reading fluency and EFL reading comprehension skills using the same test on 2/5/2021. The results were then collected and statistically analyzed to determine effects of the two applied reading

at measuring participants' abilities to find gist, draw inference, linking reference of nouns and pronouns, understanding details, and apply PA and ORF skills. For example:

Finding gist question: what is the title of the passage?

Drawing inference question: what can be inferred from the passage?

Linking reference question: which word from the passage is closest in meaning to caution?

Understanding details question: What did (X) feel when s/he knew his/her father killed the dog?

1.5 Rebooting vocabulary and grammar

Rebooting vocabulary and grammar is considered the remedial phase of the P3C2R+GIRD model. It is the step in which instructors fostered and enhanced points of strengths and assessed points of weaknesses among struggling readers. The formative assessment techniques provided in this model were: a) vocabulary quizzes and b) grammar quizzes. Vocabulary quizzes were multiple-choice and gap filling questions to measure struggling readers' vocabulary (collocation) retention abilities and grammar quizzes also included simple multiple-choice and gap filling questions to measure struggling readers' academic levels in various grammatical rules.

1.6 Rechecking comprehension

Struggling readers used collocations from the main reading passage/story and applied them in new contexts to illustrate their comprehension level of the reading topic. The number of collocations used by struggling readers for this step can be either equally the same as the main passage or less. In this step, instructors observed participants' reading to investigate whether they were reading fluently applying appropriate PA, ORF and comprehension skills at last.

2. Applying KAPS model

2.1 Step one

Struggling readers initially completed the 10-item multiple-choice background knowledge test.

collocations each session (e.g. heavy rain instead of rain and doing the dishes instead of dishes). Then, they helped participants find out their meanings and writing them down in the collocation list. In addition, instructors taught their learners PA and ORF skills side by side with reading comprehension skills in each single session.

1.2 creating a prediction question

After helping research participants completing the collocation list, instructors started formulating prediction questions (one or two questions maximum) to let struggling readers be ready and predict what they were going to read about. The prediction questions were simple multiple choice or filling the gap questions. For example in the reading topic entitled "Dogs Helping People" the instructor presented the following question:

Question: what are the animals that do help people?

Answer: a. Elephants   b. Dogs

This question helped research participants predict that the reading topic would be about dogs. Besides, participants' prior knowledge about dogs was activated. They knew a lot of authentic stories about dogs and they opened their imagination and vision about what they are going to read about dogs.

1.3 choosing/creating a story

In the third step of the P3C2R+GIRD model, instructors chose or created stories related to the reading topics taking into account pupils' attitudes, interests and current levels. In addition, it is preferable for instructors to get their pupils involved in creating or choosing the story. After deciding the suitable story, instructors highlighted collocations found in the collocation list in a bold font. Key words and main concepts of the reading topic were also underlined to help struggling readers focus on the core points of the reading topic.

1.4 constructing questions

After presenting the story, instructors used the GIRD model for designing comprehension questions to measure participants' understanding of the reading topic that included (PA, ORF and reading comprehension) skills. The GIRD model included questions that aimed

scored on five-point Likert scale basis of a scoring scale from "5" to "1". "5" represented the highest level, while "1" represented the lowest level.

C) An EFL reading comprehension rating scale (appendix F)

The researcher has prepared an EFL reading comprehension rating scale for assessing fifth-year struggling readers' skills of activating background knowledge skills and using predicting skills. The two reading comprehension skills were also scored on five-point Likert scale basis of a scoring scale from "5" to "1". "5" represented the highest level, while "1" represented the lowest level.

Procedures

Procedures were carried out during the second semester of the academic year 2020/2021 for nine weeks. First, the research participants of the three groups were pre-tested on phonological awareness, oral reading fluency and EFL reading comprehension skills on 1/3/2021 and the differences among the mean scores of the research groups were calculated. Second, the participants of each experimental group were taught using the instructional models assigned to them. The participants of the two experimental groups received instructional sessions for training and introducing each instructional model from 3/3/2021 to 1/5/2021. The researcher has started by illustrating the instructional models to the participants of each experimental groups clarifying: 1) the steps of each model, 2) the importance of the model, and 3) pupils' roles. Later on, the researcher gave the pupils weekly 60-minute training sessions. For nine weeks participants in the two experimental groups received their treatments and the participants of the control group were taught regularly in regular reading classes. The two experimental groups were taught using the same expository texts. Application of both P3C2R+GIRD and KAPS models is illuminated below.

1. Applying P3C2R+GIRD model

1.1 Providing collocations

Struggling readers of the first experimental group were provided by a list of collocations related to the topic of the reading material. The collocation list was provided in a paper divided into two columns. The first column included the collocations and the second was left empty for the participants to fill after searching for equivalences and meanings of the given collocations using dictionaries or PEDs (Portable Electronic Dictionaries). Instructors provided struggling readers with different

As indicated in the preceding table, the EFL reading comprehension skills targeted by the test questions were totally related to the test as a whole at the (0.01) level. Thus, the EFL reading comprehension test showed a high degree of validity of internal consistency and all the test questions were found to achieve the main aim of the test.

3.2 Reliability of the EFL reading comprehension test

The Cronbach's Alpha and Guttman Split-Half Coefficient techniques were used to find out the reliability of the EFL reading comprehension test. The test was administered to a sample of 30 pupils. To calculate the value of the reliability factor of the test, the coefficients of Cronbach's Alpha and Guttman Split-Half were calculated through using the Statistical Package for Social Sciences (SPSS) program, version (22), and the results were presented in the following table:

Table (9): Reliability of the EFL Reading Comprehension Test

No. of test items	Sample	Cronbach's Alpha value	Guttman Split-Half Coefficient value	Sig.
17	30	0.82	0.761	High

Hence, the value of the Cronbach's Alpha coefficient is 0.82 and of the Guttman Split-Half Coefficient is 0.761 which indicates that the test was highly reliable.

Rating scales

The researcher has prepared the following rating scales for ensuring objectivity of scoring the test.

A) A phonological awareness rating scale (appendix D)

The phonological awareness rating scale was applied to assess fifth-year struggling readers' phonological awareness skills. It included skills distributed through the phonological awareness checklist. Skills were scored on five-point Likert scale basis of a scoring scale from "5" to "1". "5" represented the highest level, while "1" represented the lowest level.

B) An oral reading fluency rating scale (appendix E)

The oral rating fluency scale was prepared to assess fifth-year struggling readers' reading at a good rate, reading with feeling and expression and following punctuation marks while reading skills. These skills were

the reliability factor of the test, the coefficients of Cronbach's Alpha and Guttman Split-Half were calculated through using the Statistical Package for Social Sciences (SPSS) program, version (22), and the results were shown in the following table:

Table (7): Reliability of the Oral Reading Fluency Test

No. of test Questions	Sample	Cronbach's Alpha value	Guttman Split-Half Coefficient value	Sig.
2	30	0.881	0.829	High

As illustrated in above, the Cronbach's Alpha coefficient is 0.881 and of the Guttman Split-Half Coefficient is 0.829 which indicates that the oral reading fluency test was highly reliable.

3. The EFL reading comprehension test

3.1 Validity of the test internal consistency

To calculate the validity of the test internal consistency, the Spearman Brown equation was applied to calculate the correlation coefficient of the EFL reading comprehension test, and the results were delineated in the consecutive table:

Table (8): Values of the Correlational Validity Coefficients for the Skills Targeted by the EFL reading Comprehension Test Questions

An EFL Reading Comprehension Test		Test correlation coefficient
Part One		
No of Qs.	Skill	
1	1. Identifying the main idea	0.72**
1	2. Identifying the Author's Purpose.	0.86**
1	3. Recognizing cause and effect relations.	0.75**
2	4. Word meaning, recognition and vocabulary skills.	0.69**
1	5. Determining pronoun referents.	0.71**
1	6. Recognizing supporting details.	0.83**
1	7. Activating prior knowledge skills.	0.90**
Part two		
No. of Qs	Skill	
2	- Using predicting skills.	0.63**
Part three		
No of Qs	Skill	
2	-Word meaning, recognition and vocabulary skills.	0.77**
Part four		
No of Qs.	Skill	
2	-Word meaning, recognition and vocabulary skills.	0.74**

** Significant at (0.01)

Table (5): Reliability of the Phonological Awareness Test

No. of test items	Sample	Cronbach's Alpha value	Guttman Split-Half Coefficient value	Sig.
25	30	0.702	0.737	High

As a consequence, the value of the Cronbach's Alpha coefficient is 0.702 and of the Guttman Split-Half Coefficient is 0.737 which indicates that the phonological awareness test was highly reliable.

2. The oral reading fluency test

2.1 Validity of the test internal consistency

To calculate the validity of the test internal consistency, the Spearman Brown equation was used to calculate the correlation coefficient of the oral reading fluency test, and the results were presented in the following table:

Table (6): Values of the Correlational Validity Coefficients for the Skills Targeted by the Oral Reading Fluency Test Questions

An EFL Reading Fluency Test		Test correlation coefficient
No of Qs.	**Skill**	
1	- Read the words accurately.	0.73**
1	- Read at a good reading rate.	0.79**
1	- Read with feeling and expression.	0.62**
1	- Follow the punctuation marks while reading	0.84**

** Significant at (0.01)

As indicated in the preceding table, the oral reading fluency skills targeted by the test questions were totally related to the test as a whole at the (0.01) level. Consequently, the oral reading fluency test was found to have a high degree of validity of internal consistency and all the test items were found to achieve the main aim of the test.

2.2 Reliability of the oral reading fluency test

The Cronbach's Alpha and Guttman Split-Half Coefficient techniques were used to determine the reliability of the oral reading fluency test. The test was applied to a sample of 30 pupils. To calculate the value of

Table (4): Values of the Correlational Validity Coefficients for the Skills Targeted by the Phonological Awareness Test Questions

The Phonological Awareness Test		Test correlation coefficient
No of Qs.	Skill	
2	1.Rhyme recognition	0.67**
1	2. Rhyme production	0.71**
2	3. Syllable blending	0.73**
2	4. syllable segmentation	0.68**
2	5. syllable deletion	0.82**
2	6. phoneme isolation of initial sounds	0.90**
2	7. phoneme isolation of final sounds	0.88**
2	8. phoneme blending	0.72**
2	9. phoneme segmentation	0.64**
2	10. phoneme deletion of initial sounds	0.79**
2	11. phoneme deletion of final sounds	0.83**
2	12. Phoneme deletion of first sound in consonant blend.	0.88**
2	13. Phoneme substitution	0.70**

** Significant at (0.01)

   As illuminated in the previous table, all phonological awareness skills targeted by the test questions were related to the test as a whole at the (0.01) level. Accordingly, the phonological awareness test was found to have a high degree of validity of internal consistency which means that all the test items were prepared to achieve the main aim of the test.

1.2 Reliability of the phonological awareness test

   The Cronbach's Alpha and Guttman Split-Half Coefficient techniques were used to determine the reliability of the Phonological awareness test. The test was applied to a sample of 30 pupils. To calculate the value of the reliability factor of the test, the coefficients of Cronbach's Alpha and Guttman Split-Half were calculated through using the Statistical Package for Social Sciences (SPSS) program, version (22), and the results were demonstrated in the following table:

Table (3): Specification of the EFL Reading Comprehension Test

Part	Question	Measured skill	Mark
	1	-Identifying the main idea	1
	2	-Identifying the Author's Purpose	1
One	3	-Recognizing cause and effect relations.	1
	4-5	-Word meaning, recognition and vocabulary skills.	1 1
	6	- Determining pronoun referents.	1
	7	-Recognizing supporting details.	1
	8	-Activating prior knowledge skills.	5
Two	1-2	- Using predicting skills.	5 5
Three	1-2	- Word meaning, recognition and vocabulary skills.	6 6
Four	1-2	-Word meaning, recognition and vocabulary skills.	2 4

Total = 40 marks

Validity and reliability of the tests

1. The phonological awareness test

1.1 validity of the test internal consistency

The Spearman Brown equation was applied to calculate the correlation coefficient of the phonological awareness test, and the results were shown in the following table:

The oral reading fluency test's total marks were 115 that were divided among four EFL reading fluency skills. The first question in the ORF test included a one hundred-word reading passage. Participants were then asked to read out loud the given passage in the meantime, instructors subtracted the number of error words from the total number of words (100) to get the accurate number of correct words. The second question consisted of a reading passage that participants were asked to read aloud in order to assess their reading rate, reading with expression skills and ability to read following the punctuation marks skills. Five-point Likert scales were applied to assess struggling readers' PA (appendix D) and oral reading fluency skills (appendix E).

Table (2): Specification of the Oral Reading Fluency Test

Question	Measured skill	Mark
1	- Read the words accurately.	100
	- Read at a good reading rate	5
2	- Read with feeling and expression	5
	- Follow the punctuation marks while reading	5
	Total = 115	

The EFL reading comprehension test consisted of four parts. The first part of the test was designed to assess the skills of: 1. Identifying the main idea, 2. Identifying the author's purpose, 3. Recognizing cause and effect relations, 4. Word meaning, recognition and vocabulary skills, 5. Determining pronoun referents, 6. Recognizing supporting details, and 6. Activating prior knowledge skills. Part two of the test was constructed to assess struggling readers' abilities to use predicting skills while parts three and four were prepared to provide questions to check participants' word meaning, recognition and vocabulary sub-skills. The total marks of the EFL reading comprehension test were 40 marks. Various types of questions were used in the three tests of the current research as, multiple choice, fill in the blanks and short essay questions.

readers. The reviewers has selected thirteen PA skills and approved the four oral reading fluency skills. Then as well, an EFL reading comprehension checklist with ten literal and inferential skills was prepared and submitted to the same reviewers to select the most applicable skills to the research participants. At the end, a checklist of eight literal and inferential reading comprehension skills was produced as a final form of the checklist. After preparing the checklists, the researcher has prepared a phonological awareness test (appendix D), an EFL oral reading fluency test (appendix E), and an EFL reading comprehension test (appendix F) with rating scales to assess participants' performances in each test.

Sixty-five marks were divided among the thirteen PA skills, five marks for each skill. The phonological awareness test was developed to measure the skills illustrated in the following table:

Table (1): Specification of the Phonological Awareness Test

Question	Measured skill	Mark
1	- Rhyme recognition	5
2	-Rhyme production	5
3	-Syllable blending	5
4	-syllable segmentation	5
5	-syllable deletion	5
6	-phoneme isolation of initial sounds	5
7	-phoneme isolation of final sounds	5
8	-phoneme blending	5
9	-phoneme segmentation	5
10	-phoneme deletion of initial sounds	5
11	- phoneme deletion of final sounds	5
12	-Phoneme deletion of first sound in consonant blend	5
13	-Phoneme substitution	5

Total mark= 65

achievement, dyslexia, as well as other undetermined reading difficulties.

Research instruments and materials

The researcher has prepared and used the following instruments and materials:

1. A phonological awareness checklist.
2. An oral reading fluency checklist.
3. An EFL reading comprehension checklist.
4. A phonological awareness test with a rating scale to assess participants' performance.
5. An oral reading fluency test with a rating scale.
6. An EFL reading comprehension test with a rating scale.
7. A teacher's guide

Measure

Phonological awareness and oral reading fluency are influential components in developing reading comprehension skills (Elhassan, Crewther & Bavin, 2017). For this reason, researchers have clarified that reading comprehension is not simply determining the meaning of words and recognizing sounds but also connecting mental representations and linguistic comprehension developments to the reading texts (Kirby & Savage, 2008). Hence, developing phonological awareness and oral reading fluency should be integrated in EFL reading comprehension classes. For this reason, the researcher used the P3C2R+GIRD and the KAPS models to examine their effects on developing EFL reading comprehension skills among fifth-year primary stage struggling readers.

First, the researcher has reviewed recent literature about phonological awareness, oral reading fluency and EFL reading comprehension (Alvarez-Canizo, Suarez-Coalla & Cuetos, 2015; Gilakjani & Banousabouri, 2016; Groen, Veenendaal & Verhoeven, 2018; Carnio, Vosgrau & Soares, 2021)to prepare a phonological awareness checklist (appendix A), an oral reading fluency checklist (appendix B) and an EFL reading comprehension checklist (appendix C). For the phonological awareness (PA) and the oral reading fluency checklists, the researcher has come up with 20 PA skills along with four oral reading fluency skills. These skills were introduced to a number of reviewers to determine the most relevant skills for fifth-year primary stage struggling

pandemic circumstances. While the participants of the control group received regular instruction.

Variables

The current research is an experimental research. The independent variables of the research were P3C2R+GIRD and KAPS Models whereas; the dependent variables were phonological awareness, oral reading fluency and EFL reading comprehension skills for struggling readers. Operational definitions for the research variables are listed below.

P3C2R+GIRD Model

P3C2R+GIRD is a reading instructional model that was applied to fifth-year primary stage struggling readers to help them improve their reading skills through presenting authentic up-to-date reading texts that emphasize teaching collocations, grammar, word activation and prediction skills.

KAPS model

KAPS is a reading instructional model that was administered to fifth-year primary stage struggling readers to help them improve their reading skills through enhancing associations and active interactions among background knowledge, word recognition and prosody, strategy use as well as reading automaticity.

Phonological Awareness (PA)

Phonological awareness is fifth-year primary stage struggling readers' abilities to decode spoken words, syllables, onsets and rimes to the smallest sound units.

Oral reading fluency

Oral reading fluency is fifth-year primary stage struggling readers' abilities to accurately and quickly read words in reading texts following punctuation marks and showing feelings and expressions.

Reading comprehension

Reading comprehension is fifth-year primary stage struggling readers' capability to actively interact with the reading material through intentional thinking to construct meaning applying literal and inferential skills.

Primary stage struggling readers

Primary stage struggling readers are fifth year primary stage learners with reading RD (reading difficulties), low reading rate and

fluency posttest among the three groups (the control group and the two experimental groups).

3. No statistically significant difference ($\alpha \leq 0.05$) would exist in EFL primary stage struggling readers' mean scores in the EFL reading comprehension posttest among the three groups (the control group and the two experimental groups).

2. Method

2.1 Research design

The design used in the current research was the Alternative Treatment Design with Pre-posttest (Cozby & Bates, 2014). It is an experimental design that is used to compare the effects of two alternative treatments. Following the guidelines of this design, the researcher has assigned the research participants to three groups: two experimental groups (one was taught using the P3C2R+GIRD model and the other was taught using the KAPS model) and one control group that received regular instruction. Each group was tested on EFL PA, ORF and reading comprehension skills before and after the two experimental groups received the treatment. Differences among the three groups in pre and posttests were calculated.

Participants

The participants engaged in this research were 60 fifth-year primary stage pupils with reading difficulties at Tanta Modern School (Algharbya Governorate), Egypt and ELS Language School (Alexandria Governorate), Egypt. The selection of the research participants was undertaken purposefully after assigning an EFL diagnostic reading test on 150 fifth-year primary stage pupils enrolled in the two language schools to investigate the struggling readers. Eighty pupils out of the 150 participants have shown serious reading difficulties. Then the researcher has randomly assigned 60 out of the 80 struggling readers to three groups: two experimental groups and one control group twenty participants each. The research participants were taught with the same set of expository texts adopted from DIBELS® 8th edition. The participants of the first experimental group were taught using the P3C2R+GIRD, and the participants of the second experimental group were taught using KAPS model. The two experimental groups received online instruction using Zoom Cloud Meetings due to the COVID-19

the answers for the reading questions are included directly in the textbooks. As a result, struggling learners see reading tasks as an accumulation of correct answers. Therefore, there is an urgent need to investigate the effects of various instructional models on developing PA, ORF and reading comprehension skills among primary stage struggling readers.

Statement of the problem

The problem of this research was the weakness of primary stage, fifth-year struggling readers in EFL PA, ORF and reading comprehension skills. In order to find a solution for this problem, the researcher has investigated the effects of two reading models (P3C2R+GIRD and KAPS) on developing EFL reading comprehension skills for fifth- year, primary stage struggling readers.

Research questions

The current research attempted to answer the following questions:

1. What are the required PA skills for fifth- year, primary stage struggling readers?
2. What are the required ORF skills for fifth- year, primary stage struggling readers?
3. What are the required EFL reading comprehension skills for fifth-year, primary stage struggling readers?
4. What are the features of P3C2R+GIRD and KAPS instructional models?
5. What is the effect of P3C2R+GIRD vs. KAPS on developing PA skills for fifth- year, primary stage struggling readers?
6. What is the effect of P3C2R+GIRD vs. KAPS on developing ORF skills for fifth- year, primary stage struggling readers?
7. What is the effect of P3C2R+GIRD vs. KAPS on developing EFL reading comprehension skills for fifth- year, primary stage struggling readers?

Research hypotheses

This research aimed at testing the following hypotheses:

1. No statistically significant differences ($\alpha \leq 0.05$) would exist in EFL primary stage struggling readers' mean scores in the phonological awareness posttest among the three groups (the control group and the two experimental groups).
2. No statistically significant differences ($\alpha \leq 0.05$) would exist in EFL primary stage struggling readers' mean scores in the oral reading

stagnation in EFL reading skills is observed due to lack of reading practice and motivation. In reading classes, struggling readers need different reading strategies, abundant opportunities to practice reading and reading recovery programs (Dudych, 2015). Unfortunately, there are no additional instructional methods or techniques for supporting struggling readers in regular reading instruction in the Egyptian context.

To document the research problem, the researcher has conducted a pilot study that consisted of two parts. The first part of the pilot study was a diagnostic reading test that was applied to 100, fifth year pupils enrolled in Tanta Modern School, Algharbya Governorate, and ELS language school, Alexandria Governorate, Egypt. The results of the diagnostic reading test have revealed that about 60% of the students face certain difficulties in the reading. For instance, they have difficulties with PA and the ability to decode unfamiliar words. They show low levels of motivation and maintain no desire or interest towards reading. Moreover, they resist reading aloud and their reading was effortful and slow. Thus, they fail to get the core meanings of the reading materials.

The second part of the pilot study was a content analysis of the reading sections presented in the text books "Super Land 5 Student's Book" and "Oxford Discover 5 Student's Book". The researcher has applied a content analysis rubric to decide whether the textbooks here fulfill the criteria of a good English textbook that focuses on systematic instruction and evaluation techniques for struggling readers. The findings of the content analysis have revealed that both textbooks: (1) contain a good collection of concepts, skills and knowledge, (2) represent a good source of classroom activities, (3) are a reference point for teachers and a tool for revision, and (5) offer the main source of grammar and vocabulary for both learners and teachers.

On the other hand, some weaknesses related to the reading sections in the textbooks have been noticed. First, the textbooks have been designed as the sole source of reading materials. This leads learners to read from one perspective only in classrooms. Second, the reading materials presented in the textbooks are too general and outdated. This causes learners to deal with reading as a way of collecting facts and data. Third, the textbooks do not put learners' background knowledge into consideration, thus the reading materials do not usually fit learners' specific attitudes, culture and interests. Fourth, the reading level of the textbooks is too difficult for struggling readers and remedial reading classes or personal coaching sessions are not provided at all. Finally, all

summarizing, (3) identifying main idea, (4) awareness of text structure, (5) predicting, and (6) self-questioning. These strategies should be employed to enhance PA, ORF and reading comprehension skills.

Rationale

This research paper was oriented towards investigating the effects of two instructional models (P3C2R+GIRD vs. KAPS) on EFL Primary Stage Struggling readers. The rationale beyond limiting the current research paper to EFL reading with three of its main components (PA, ORF and reading comprehension) is because EFL reading skills are predominant in Egyptian EFL curriculum at primary stage schools. This scope has provided the results of the weaknesses of the current applied EFL regular reading instruction (textbooks). Further, limiting this research paper to this type of EFL readers (struggling readers) is because struggling readers become increasingly significant at primary stage schools with its different levels. Those readers need distinguished instructors who can help them be capable and confident readers who really enjoy reading. The overall aim of this research paper was to develop the missed EFL reading skills for primary stage struggling readers.

Context of the problem

According to the National Reading Panel (National Institute of Child Health and Human Development, 2000) young learners need the following in order to be skilled and competent readers: 1) Strong receptive and expressive language, 2) Well-developed phonological awareness, 3) Knowledge of letter–sound relationships (decoding), 4) Large vocabularies, 5) An ability to comprehend what they read, and 6) The ability to read naturally and effortlessly (fluency). So, like any other skill, reading needs frequent practice outside the classrooms, explicit and systematic instruction inside classrooms and rich language environments (Daugaard, Cain & Elbro, 2017; Yoon, Pae & Chung, 2018). Contrary to the researchers' recommendations, reading among primary stage struggling readers appear to be neglected (Duke & Block, 2012). Similarly, Egyptian primary stage struggling readers rarely read outside the classroom. They read in EFL reading classes when their instructors direct them to read, assist them to make sense of the reading texts and ask them to complete certain related activities and tasks. As a result, struggling readers do not become motivated to read any reading material which is not assigned by their instructors. Consequently, a remarkable increase in the number of struggling readers who suffer from serious

ease and without interference (effortlessness), achieve tasks without intention (autonomy), and lastly lack of conscious awareness (Logan, 1997).The KAPS model seeks to develop reading automaticity or fluency skills as an essential primary step for developing reading comprehension skills. Developing struggling readers' fluency skills can be achieved through the use of different instructional methods such as repeated reading (RR) or theater reading (TR). In KAPS model the TR method is used as a fun activity that creates motivation and fun among struggling readers (Suggs, 2019; Young, Durham, Miller, Rasinski, & Lane, 2019; Tanner, Leander, & Carter-Stone, 2021).

Three: Prosody

Prosody is the melody of reading materials and reading texts (Chusanachoti, 2020). It is "reading with feeling" (Paige, Rupley, Smith, Rasinski, Nichols, & Magpuri-Lavell, 2017). It is not only aesthetic, rather it has a definite function which is assisting readers to comprehend and make sense of the reading material through applying its dimensional indicators such as, phrasing, intonation and pausing (Kim, Quinn & Petscher, 2020). Prosodic elements or dimensional indicators, e.g. phrasing, intonation, stress and volume can be used as indicated by Chusanachoti (2020, p. 308) to recognize readers' fluency level.

Phrasing in the same context, assists readers to group words in thought groups using the rhythm of speech as position and pauses. Godde, Bosse and Bailly (2020) have illustrated that the use of pauses tends to adhere to grammatical structures and punctuation marks. Thus, learners who use pauses sporadically or read word by word, show serious problems with their phrasing level (Kuhn, Schwanenflugel, Meisinger, Levy & Rasinski, 2010). Intonation is used to indicate the variation in pitch which is associated with linguistic and paralinguistic functions (Godde, Bosse & Bailly, 2020). Schwanenflugel and Benjamin (2016) have emphasized that accurate voice pitch in syllables (stress) and at the end of sentences (intonation) is an indicator of good reading prosody. Moreover, Volume refers to the level of oral reading loudness that indicates readers' confidence and clear audible voice projection (Young & Rasinski, 2018). In contrast, struggling readers do not feel confident about reading aloud. Thus, they read as clarified by (Rahmawati, Rosmalina & Anggraini, 2020) in a soft inaudible voice.

Four: comprehension strategy employment

The KAPS instructional model has identified and assessed six comprehension strategies: (1) activating background knowledge, (2)

Skilled readers are those who can apply a variety of reading strategies and competencies to be able to comprehend a given text. And struggling readers on the other hand, lack the capabilities to properly apply reading strategies. Among the strategies that are important for improving reading comprehension among struggling readers are: background Knowledge (K), reading Automaticity (fluency) (A), Prosody and word recognition (P), and comprehension Strategy (S) employment. These four strategies formulate together the KAPS instructional model. This model boosts reading comprehension skills through relating fluency, background knowledge and strategy use together (Yildirim, Cetinkaya, Ates, Kaya & Rasinski, 2020). This reading model consists of four components as follows:

One: Background knowledge

Background knowledge (domain specific knowledge or topical knowledge) is essential for EFL learners to develop comprehension skills. It is a strong predictor of reading comprehension (McCarthy, Guerrero, Kent, Allen, McNamara, Chao, Steinberg, O'Reilly, & Sabatini, 2018).Neuman, Kaefer and Pinkham (2014) have indicated that the more learners know about a reading text, the easier it is to read, understand and retain information about this topic. Activating background knowledge depends on the facts that are presented in the reading texts or the events that are related to the participants' everyday life experiences but not reflected in the reading texts.

Two: Reading automaticity

Struggling readers cannot accurately recognize words. They usually spend excessive energy and time to identify words in the reading texts. This with no doubt leads them to breakdown their comprehension. When they obtain the skills that assist them to recognize words rapidly and accurately, they manage to comprehend reading texts (Iwahori, 2008, p.72). According to Lekwilai (2014, p. 92) oral reading fluency in EFL reading classes is determined when the reading task is achieved at the level of automaticity both at word and text levels. Word automaticity refers to learners' awareness of components of words (letters, sounds, stress, etc.) and abilities to properly identify words and rapidly read. Further, text automaticity refers to learners' capabilities to read with accurate phrasing and expression (prosody).

Therefore, fluency or automaticity skills can assist struggling readers to reduce the time of reading and reacting (speed), achieve tasks with

the meaning of a vague word from the context. Finally, finding details may be developed among learners when they learn to properly apply scanning techniques through making use of wh-question words.

Step five: Rebooting vocabulary and grammar

In this step formative evaluation of the P3C2R+GIRD model is applied. Formative evaluation is designed to enhance the learning process, diagnose both struggling readers and instructors' weaknesses. Thus this is a remedial stage in nature (Bhat & Bhat, 2019). In this step, teachers give their learners (PA, ORF and reading comprehension) exercises in order to reboot their reading skills and to achieve this goal they design four quizzes:

1. A collocation quiz

The collocation quiz is designed to test struggling readers' understanding of the collocations presented in step one and three. Accordingly, multiple choice and gap filling items can be used.

2. A Grammar quiz

The grammar quiz focuses on measuring struggling readers' academic levels in various grammatical rules such as, verb tenses, subject-verb agreement and parts of speech. Multiple choice questions are also preferable in the grammar quiz.

3. A PA quiz

The PA quiz is designed to measure struggling readers' progression in PA skills.

4. A ORF quiz

The ORF quiz is prepared to measure struggling readers ORF development.

Step six: Rechecking comprehension

This step is also referred to as the implementation of main passage. Learners in this step should learn to make use of the collocations from the story or the reading passage in step three and apply them but in a new context. This step helps instructors find out the comprehension level of their learners. Besides, instructors should highlight these collocations but not through highlighting them, rather they should ask learners to read the collocations produced in new contexts. This will enable them to observe whether their learners have become fluent readers who can comfortably read at last or not.

titles, visualization and anticipation guides (Wilford, Maier, Downer, Pianta & Howes, 2013).

Step three: Choosing/creating a story

This step is the most important part of the P3C2R+GIRD model. It is the step where instructors start choosing or creating a story or a passage. When starting to choose or create a story, instructors should put into consideration some essential questions: 1) Is the story/reading passage authentic and realistic or not? 2) Does the story/reading passage meet struggling readers' interests and attitudes? 3) Is the story/reading passage popular and trendy or old-fashioned and boring? 4) Are the learners involved in choosing the story or the reading passage? 5) Is the story or the reading passage suitable for the learners' levels? 6) Does the story/reading passage contain too much information for learners' to learn? How many lines are found in the reading material? As choosing stories or reading materials with heavy details may cause struggling readers feel bored, tired and exhausted of reading. Then, after determining the suitable story or reading passage, instructors should start to highlight the collocations that have appeared in step one by putting them in a Bold font. Besides, they should underline the key words in the reading material that might help struggling readers better understand the text.

Step four: Constructing questions

In step four, instructors should determine what they would like their struggling readers to get and perceive from the reading material before designing and formulating definite sorts of questions. Although wh-question words are commonly used among teachers to check and examine their learners' understanding, these types of questions do no actually test all the required genres of comprehension as details and inference. Consequently, the P3C2R+ GIRD model adopts the GIRD model when formulating comprehension questions. The GIRD model seeks to investigate Gist, drawing Inference, linking Reference of stated pronouns and nouns as well as recognizing Details. To find the main idea of the reading material (gist), teachers should train their learners to apply skimming techniques (finding repeated words- finding titles for the passage). Further, to teach learners to draw inference, teachers should help learners apply prediction skills to logically guess what is probably happening next. In the same context, reference is used to develop learners' abilities to relate and link a pronoun to its antecedent or finding

the Bottom Up Approach that was developed in the 1980s, the Interactive Approach, the Interactive model by Rumelhart (1977), and Interactive Activation Model by Perfetti, Landi & Oakhill (2005). Karanjakwut (2017) has illustrated that all these reading approaches and models have focused on definite principles as: encouraging the readers to get information from the text and relating new information to their background knowledge and teaching reading step by step, starting by introducing single phonemes, words, clauses, sentences, and then the whole piece of discourse. However, all these approaches and reading models did not present clear effective reading lessons. Thus, the P3C2R+GIRD model was designed to provide successful application to the key factors of these reading models and approaches. According to Karanjakwut (2017) there are six steps in this reading model:

Step one: providing collocations

One major problem that negatively affects struggling readers is related to vocabulary acquisition and teaching methods problems. Collocations are described as word groups that consist of two or more words that make a meaningful association according to the culture of the target language (English) (ozcan & Kert, 2020). They are important in EFL classes as they improve fluency and speaking skills (Shin & Nation, 2008). Therefore, presenting collocations to struggling readers at the beginning of reading classes, and helping them to use online or offline PEDs (Portable Electronic Dictionaries) or paper dictionaries to search for collocations before reading, is important to help them read without stopping and understand the given texts.

Step two: Creating a Prediction Question

After creating and presenting collocations, EFL instructors should formulate a prediction question to assist struggling readers to decode the meaning of the reading texts. Prediction questions help EFL struggling readers construct guesses about the reading texts (Anyiendah, Odundo & Kibuy, 2020). Struggling readers do need prediction questions to understand comprehension passages and improve performance in reading comprehension. Applying prediction questions in reading classes enables struggling readers to compare their own predictions with actual contents of such texts (Nguyan, 2016). In this regard, struggling readers are trained to relate prior knowledge with content of comprehension passages (Ganira & Odundo, 2020). Consequently, prediction questions might be applied using various strategies that include the use of pictures,

biological reading disability and (b) learners who are struggling due to inappropriate instruction or other risk factors. Accordingly, as a response to the importance of addressing and assisting struggling readers, various researchers have investigated techniques and reading models as well as approaches that can develop their comprehension skills. Among these researchers is the study of Venegas (2018) who has investigated the influence of literature circles (a balanced literacy instructional strategy) on self-efficacies of reluctant and struggling readers in grades 4 – 6. Swanson, Barnes, fall and Roberts (2018) have also examined the effect of inference making, decoding, memory and vocabulary on struggling readers' reading comprehension skills.

In the same context, Inns, Lake, Pellegrini and Salvin (2019) have applied programs to struggling readers in elementary schools to find out the outcomes of diverse reading approaches on the achievement on struggling readers. Similarly, researchers have concluded that struggling readers do need small group and one-to-one instruction (Stevens, Vaughn, Swanson & Scammaca, 2019), increase in student engagement and abundant opportunities for practicing reading both at home and at school (Dudych, 2015; Choe, Toste, Lee & Ju, 2019), in addition to employing interactive digital books and electronic reading texts involved in unique literacy curriculum with definite strategies (Demiroz, 2018). Simplification of reading texts has been highly recommended to make reading texts readable and understandable for struggling readers. Simplification can be achieved as indicated by Arfe, Mason and Fajardo (2018) through adopting theoretically- driven text approaches emanated from cognitive models of reading comprehension. Accordingly, the current research adopted P3C2R+GIRD and KAPS instructional reading models for enhancing PA, ORF and reading comprehension skills among fifth-year primary stage struggling readers.

P3C2R+GIRD Model

The P3C2R+GIRD model is an instructional model that was primarily designed by Karanjakwut (2017) to motivate learners who avoid reading to read through developing their reading comprehension skills. The key factors of this instructional reading model are: (1) presenting popular reading texts in an entertaining pedagogical environment to make learners eager to read, (2) learning collocations, word activation and grammar and (3) planning and conceptualizing reading strategies.

The P3C2R+GIRD model has derived from several reading approaches and models called Top Down Approach of Goodman (1967),

instructors at EFL Egyptian classes are not well equipped with skills and competencies to determine struggling readers' characteristics to deal with them in suitable teaching methods.

To determine struggling readers, certain characteristics should be revealed before, during and after reading as indicated by Irvin, Buehl, and Klemp (2006, p. 67). They have indicated that before reading struggling readers usually: resist reading tasks, have limited prior knowledge, inconsistently recall prior knowledge, set no purposes or goals, and read without considering how to form meanings. Then, during reading, struggling readers were found to obtain a limited attention span, need help and guidance in reading activities and tasks, suffer from lack of vocabulary, cannot apply word attack skills, lack fluency and read word by word, repeat their mistakes in addition to being unable to monitor their comprehension. Finally, in the after reading stage, struggling readers forget what they have read or mix the information up, search for the answers and provide verbatim responses, avoid reading outside of the classroom, consider success a result of pure luck, depend on their instructors considering them the main and only source of information, formulate negative attitudes towards reading and ultimately avoid reading.

Along the same lines, they usually strive to comprehend the reading texts due to their limited background knowledge of English texts and cannot illuminate content when they face advanced reading texts. In addition, they do not rely on clarifications of meanings but they heavily depend on words in the reading texts. One major characteristic of struggling readers also is that they always try to memorize a lot of vague or unfamiliar information in an attempt to comprehend the texts and this leads them to forget what and how they read. In brief, struggling readers define the reading context as a situation of failure in which they feel helpless to do anything and they do believe that the only way out of such stressed reading situations is to avoid reading in EFL classes (Shafie & Nayan, 2011, P. 5).

Therefore, struggling readers need a proper instruction that enhances the acquisition of the foundational skills (alphabet knowledge, print concepts, PA, phonics, decoding and ORF). These skills are essential for reading development. Consequently, Solari, Denton and Haring (2017, p. 152) have emphasized the necessity of addressing early reading difficulties in early educational stages. However, it is always difficult to clearly differentiate between (a) learners who are struggling due to a

become automatically determined as whole words or chunks of letters. That is why ORF focuses on the phonological decoding of unfamiliar words as well as the recognition of familiar words. Further, it is operationalized in terms of two main aspects of learners' performance, rate and accuracy, (White, Sabatini, Park, Chen, Bernstein, & Li, 2021).

For developing ORF among learners different techniques and methods were applied. For instance, Arens, Gove and Abate (2018) examined the impact of the recording function of iPods on ORF. In the same context, Shimono (2019) explored the effects of repeated oral reading and timed reading on L2 oral reading fluency among Japanese students. Further, Percle, Arrington, Flurkey, Damico, Weill, Damico & Nelson (2020) have shed light on the use of an instrumental case study approach on the development of ORF. Through reviewing literature, it has been reported by multiple studies as those of (National Reading Panel, 2000; Reid, 2000; Mehta, Foorman, Branum-Martin & Taylor, 2005; Chang, Taylor, Rastle, & Monaghan, 2017; Silva, Marques & Sucena, 2020) that there is a significant relation among PA, ORF and reading comprehension. It has been found out that learners who encounter difficulties with PA and ORF seem to be unable to read words accurately and make sense of what they read. They become impracticable to quickly recognize words, subsequently, the meaning will be lost. Thereupon, in order to develop reading comprehension among foreign language learners including learners with reading difficulties (struggling readers), PA and ORF skills must be included in EFL reading comprehension classes.

By reviewing MOE Strategic Plan for Egyptian Pre-university Education Reform 2014–2030, it was found out that there is an accentuation on presenting quality education in accordance with international standards for all learners. However, Struggling readers also referred to as striving or unconfident readers, at the primary stage do not regularly receive reading instruction that can assess their reading habits or meets international standards related to struggling readers' teaching methods and techniques. It was also highlighted by the British Council in Egypt that there are serious challenges that negatively affect EFL Egyptian learners in English language classes as, lack of teacher and parental support (home-school connection), poor access to teacher's guides and additional educational resources and few workshops for teachers to cope up with the serious issues (teaching learners with various difficulties) and recent pedagogical trends. Thus, some

'caterpillar' is /k/); (6) identifying the last sound in a word (e.g., the last sound of the word 'cap' is /p/); (7) identifying the sounds in a word with CVC form (e.g., 'mat'), CCVC (e.g., 'spin') and other longer words; and finally (8) playing with sounds and exchanging sounds in words. As indicated by a Grofcikova and Macajova (2021), PA is a crucial component for reading acquisition and comprehension thus; focusing on PA tasks in reading classes is considered a strong predictor of reading success and achievement. For this reason some researchers tried to investigate PA from various aspects as, Lu and Hu (2019) who have investigated the feasibility of a dynamic assessment of phonological awareness by exploring its predictability of spelling performance in young FL fourth graders and its accurate potential to reveal young learners' modifiability in phonological awareness. The results suggested that a dynamic measure enhanced prediction of spelling performance and evaluating modifiability of phonological awareness among fourth graders.

Further, Rezaei and Jeddi (2020) examined the relationship between some components of reading as attentional control, phonological awareness, and working memory and their effects on reading ability. The results indicated that there was a direct significant effect of phonological awareness on the reading skills. Moreover, Grofcikova and Macajova (2021) have also presented theoretical points related to young learners' rhyming in the context of phonological awareness. In addition, Mohammed, Hassan, Al-Qayouti, Al-Hashimi, and Al-Kalbani (2021) have also investigated the developmental trajectories of preschoolers' phonological awareness. The results of the study showed significant effects of the grade level and gender on the development of phonological awareness among young learners. Another main component of reading is oral reading fluency (ORF).

Oral Reading Fluency (ORF)

ORF is a core component that positively affects learners' reading comprehension. It is defined as learners' abilities to orally read with appropriate accuracy (the percentage of words that is read accurately), expression (appropriate intonation, rhythm, and pausing that clusters words into phrasal and larger units to express the meaning) and rate (words correct per minute (WCPM)). It is necessary for comprehending connected texts, and achieving overall reading competence (Sabatini, Wang, & O'Reilly, 2019). There is a close relation between ORF and PA as words that learners initially pronounce through 'sounding them out'

school connections cracks and reading gaps broaden negatively affecting reading competence and comprehension (Dudych, 2015, p. 53).

Reading comprehension is an essential reading component that is considered a complex cognitive process in which readers are required to construct a coherent mental representation of the information in a given text and make sense of what they have read (Butterfuss, Kim, & Kendeou, 2020). As indicated by Snow (2002, p. 11) reading involves three interrelated elements: the reader, the text, and the reading task or activity. These three elements of reading are situated into a broader sociocultural context. Accordingly, to comprehend a text, the reader should be well equipped with a group of capabilities (e.g., attention, memory, and inference), motivation (e.g., attitudes, reading goals as well as interests) and knowledge (e.g., linguistic and domain knowledge), all of which are affected by the specific reading texts used and the reading tasks readers are engaged in. In addition, there are other crucial components of reading that enhance learners' reading comprehension level such as, phonological awareness and oral reading fluency. Hence, comprehension cannot be separated from other reading components because neglecting such components disturbs readers' capabilities, motivation and knowledge.

Phonological awareness (PA)

Although PA and phonemic awareness are frequently used interchangeably in the pedagogical context, they do not exactly indicate the same concept. PA refers to learners' abilities to manipulate and differentiate phonological units that are bigger than individual phonemes (e.g. rhyme recognition, phonemes and syllables), while phonemic awareness is mainly related to the smallest units (the phonemes) (Reading & Deuren, 2007). When reading instructors pay attention to teaching PA skills, in distinguished instructional methods, this significantly develops learners' reading comprehension.

According to Cséfalvay & Lechta (2013) PA is acquired by young learners in the following order: (1) word rhyming starts with rhyme perception, then gradually being aware of the fact that, certain words do rhyme together for example, the word 'rat' rhymes with the word ' mat'; (2) dividing words into syllables (e.g., the word 'water' consists of two syllables /wa/ and /ter/); (3) identifying the first syllable of a word (e.g., the first syllable of the word 'water' is /wa/); (4) identifying the last syllable of a word (e.g., the first syllable of the word 'water' is /ter/); (5) identifying the first sound in a word (e.g., the first sound of the word

Instructional reading models in EFL learning have been vastly addressed by a range of educationalists and scholars. Researchers strive to design and develop instructional models for developing EFL basic language skills such as speaking, listening, writing and reading. They extend to not only the general language skills but also to the specific levels of the main skills as EFL reading comprehension, creative or critical levels. Notwithstanding, such instructional models with their particularities offered in the field of EFL language competence, are not widely applied in EFL reading classes. Among these instructional models are the P3C2R+GIRD and the KAPS Models.

The first model (P3C2R+GIRD) was developed to help learners improve their reading comprehension skills through focusing on grammar, word activation as well as learning collocations. This model consists of six steps as indicated by Karanjakwut (2017, p. 147) which are: (1) providing unknown collocations, (2) creating a prediction question, (3) choosing an authentic story, (4) constructing questions with the GIRD model, (5) rebooting vocabulary and grammar, and (6) rechecking students' reading skills. The second model (KAPS) as illustrated by Yildirim, Cetinkaya, Ates, Kaya and Rasinski (2020, p. 1), is developed to emphasize the interactions and associations between: (1) background knowledge (K), (2) reading automaticity (A), (3) word recognition and prosody (P), and (4) comprehension strategy employment (S). Consequently, in the current research the two instructional reading models were applied to find out their effects on struggling readers' phonological awareness, oral reading fluency and reading comprehension skills.

Literature Review
Reading comprehension

Reading is a fundamental process for all life aspects and if reading is not sufficiently and properly addressed it can force young learners to be struggling readers (Hairston, 2011, p.32). Children start reading early in their education. When they acquire sufficient and proper early reading skills in their elementary educational levels, they become good readers and better learners throughout their different academic stages and beyond (Van den Broek, McMaster, Kendeou, & Espin, 2007). However, some learners at early educational stages struggle with reading because learners read and learn at various levels. A crucial factor that affects learners' success in reading classes is engagement. When engagement is decreased in EFL classrooms, instruction becomes insufficient, home-

background knowledge or past learning with new learning, (2) difficulties in acquiring academic vocabulary that are essential for having good command of English reading texts, (3) learning difficulties (disabilities), (4) health problems and (5) social or personal problems. In addition, oral reading fluency problems at early educational stages are with no doubt a crucial cause of boosting reading difficulties and negative attitudes towards reading among EFL young learners (Gibson, 2008). Likewise, lack of phonological awareness (PA) skills among early educational stage learners, was found to be remarkably linked with reading difficulties and achievement issues (Melby-Lervag & Lervag, 2011; Landon, 2017).

Thence, for the previously mentioned reasons teaching reading to struggling readers, at early educational levels, is a challenging aspect as they do not like to read. This will lead them to avoid reading and become unable to recognize text organization, sentence structure, academic concepts and essential vocabulary. Accordingly, EFL reading instructors need to first determine struggling readers and then apply reading intervention that will help them acquire the basic skills they are missing (Utah State Board of Education, 2017, p. 11). This with no doubt will be achieved through applying radical changes in teaching practice to develop the quality of reading instruction and narrow the reading gap. Instructors then should increase struggling readers' engagement in reading activities, provide them with explicit instruction, teach phonological awareness skills, emphasize oral reading fluency skills and activate home-school connections (Dudych, 2015, p. 52).

In the meantime, EFL instructors need to help struggling readers learn how to employ a variety of reading comprehension strategies and models to be able to comprehend English texts in a simplest way. These comprehension strategies should highlight the importance of activating background knowledge and connecting it to their new learning knowledge. Thus, EFL instructors of struggling readers should focus on: (1) presenting various vocabulary acquisition strategies, (2) offering a wide range of oral reading fluency and phonological awareness tasks and activities, and (3) producing techniques and model that aid their learners to activate their background knowledge (Best, Rowe, Ozuru & McNamara, 2005; Pittman & Honchell, 2014). In order to achieve these goals, instructors should apply a variety of reading strategies, techniques and models.

Introduction

No one can argue against the importance of reading skills for increasing EFL learners' academic success. It is a receptive language skill that leads learners to gain self-confidence and build a strong and an applicable knowledge base that can foster their abilities to improve and enhance their concentration, expand their knowledge and vocabulary acquisition as well as strengthen their memory retention skills. Reading helps learners construct memories about characters, situations, quotations and conflicts to serve as a major source of input as it is considered a practical technique and tool to expand learners' exposure to input. Thus, when good attention is paid for developing EFL reading skills among EFL learners especially at early ages, EFL learners will become more reflective, critical, open and creative readers instead of becoming reluctant learners with learning difficulties or in other words becoming struggling readers.

Reading is an activity based on interactive meaning construction that includes basic component skills and knowledge areas like background knowledge, vocabulary, phonological awareness, fluency, semantic knowledge, structural knowledge and metacognitive skills. Acquiring these knowledge areas and basic reading components is fundamental for EFL learners' to become skilled and competent readers who can develop positive attitudes towards reading and establish good reading habits and comprehension skills in EFL classes (Uslu, 2020, p. 31). On the other hand, neglecting focusing on these reading components in EFL reading classes will negatively affect the progression of EFL readers and turn them into learners with reading difficulties or struggling readers who suffer from a serious delay in reading and consequently fall far behind their classmates in academic achievement.

Struggling readers are those learners who face challenges in navigating and comprehending reading texts due to their limited abilities and the negative outcomes that are found due to the substantial gap between the learners' mother tongue and target language (Chang & Millett, 2015; Suk, 2017). Such reading problems can negatively influence EFL learners' academic performance and self-esteem (Jeffes, 2016). As indicated by Herczog and Porter (2010, p. 9) with each new educational level or stage reading texts become more difficult, EFL instruction becomes more demanding and struggling readers fall further behind their peers. It was found out that the reasons leading to such phenomenon of EFL struggling readers are: (1) struggling to connect

Effects P3C2R+GIRD vs. KAPS Models on Developing EFL Reading Comprehension, Phonological Awareness and Oral reading Fluency Skills among Primary Stage Struggling Readers

Abstract

This research investigated the impact of two instructional models (P3C2R+GIRD vs. KAPS) on developing EFL primary stage struggling readers' EFL phonological awareness, oral reading fluency and reading comprehension skills. The experimental design with Pre-posttest was used where three groups of fifth-year EFL primary stage struggling readers were randomly assigned as a control group and two experimental groups, twenty participants each. The research instruments were a phonological awareness, an oral reading fluency and an EFL reading comprehension tests. All participants of the research were administered to the research instruments both before and after the treatments. For nine weeks, participants of the control group received regular instruction while those in the first experimental group were taught using P3C2R+GIRD model and those in the second experimental group were taught using KAPS model. Using one-way analysis of variance revealed that significant differences among the mean scores of the three groups in the posttest of the phonological awareness test, the oral reading fluency test and the EFL reading comprehension test were found in favour of the two experimental groups. Therefore, it was concluded that both P3C2R+GIRD and KAPS models had significant effects on EFL primary stage struggling readers.

Keywords: P3C2R+GRID, KAPS, phonological awareness, oral reading fluency, reading comprehension, primary stage struggling readers

مستخلص البحث

هدف البحث الى التعرف على أثر نموذجين تعليميين هما (P3C2R+GIRD) مقابل (KAPS)على تنمية مهارات الوعي الصوتي والطلاقة الشفوية والفهم القرائي في اللغة الانجليزية كلغة أجنبية لدى تلاميذ المرحلة الابتدائية المتعثرون في القراءة. وقد استخدمت الباحثة التصميم التجريبي. وقد بلغ عدد التلاميذ الذين اشتركوا في هذا البحث ٦٠ تلميذ وتلميذه مقيدين بالصف الخامس الابتدائي بمدرستي الاقبال القومية للغات بمحافظة الاسكندرية وطنطا الحديثة للغات بمحافظة الغربية في الفصل الدراسي الثاني من العام الاكاديمي ٢٠٢٠/٢٠٢١. وقد تم تقسيم المشاركين في البحث الى ثلاث مجموعات (التجريبية الاولى، التجريبية الثانية، الضابطه) تتضمن كل مجموعة منهم على ٢٠ تلميذ وتلميذه. وقد قامت الباحثة بتصميم وتطبيق أدوات البحث التي تضمنت اختبار الوعي الصوتي واختبار الطلاقة الشفوية واختبار الفهم القرائي على المشتركين قبل وبعد بدء التجربة. وقد أظهرت النتائج وجود تحسن أعلى في اداء مشتركي المجموعتين التجريبيتين عن اداء مشتركي المجموعة الضابطة في الاختبارات البعدية لمهارات الوعي الصوتي والطلاقة الشفوية والفهم القرائي في اللغة الانجليزية كلغة اجنبية.

الكلمات المفتاحية: P3C2R+GRID، KAPs ، الوعي الصوتي، الطلاقة الشفوية، الفهم القرائي، تلاميذ المرحلة الابتدائية المتعثرون في القراءة

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