

The Effectiveness of Using the Transactional- Interactional Approach in Developing preparatory School Pupils' EFL Oral Communication Skills

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المستخلص

هدفت الدراسة الحاليه الي التعرف علي اهميه المدخلي التفاعلي التعاملي لتنميه مهارات التواصل الشفهيه لتلاميذ المرحلة الاعداديه، قام الباحث بتصميم قائمه من المهارات الاساسيه والفرعيه لمهارات التواصل الشفهيه باللغه الانجليزيه الضرورية لطلاب الصف الثاني الاعدادي وهي مهاره الاستماع (لتحديث الفكره الاساسيه للنص -لمعرفه معنى الكلمات في سياق النص لتلخيص ووصف النص في لغه بسيطه). ومهاره التحدث (الدقه-الطلاقه-النطق). وقد قام الباحث بتصميم اختبار قبلي بعدي لقياس اداء مهارات التواصل الشفهيه وقد شملت عينه الدراسه سبعون تلميذا من تلاميذ الصف الثاني الاعدادي بمدرسه المساعي الجديده بنات بشبين الكوم- المنوفيه و قد تم اختبارهم عشوائيا وتقسيمهم الى مجموعتين تجريبيه وضابطه حيث درست المجموعه التجريبيه مهارات التواصل الشفهيه باستخدام المدخل التفاعلي التعاملي علي تحسين مهارات التواصل الشفهيه لدي التلاميذ المشاركين في الدراسة وبناء على هذه النتائج اوصت الباحثة بادخال المنهج التفاعلي التعاملي في تدريس مهارات التواصل الشفهيه (الاستماع والتحدث) لدي تلاميذ المرحلة الاعداديه.

الكلمات المفتاحيه:

Abstract

This study investigated the effectiveness of using the transactional interactional approach for developing second year preparatory school students' oral communication skills. The participants of the study included (70) second year preparatory school pupils from El-massai El-gdedah banat school, Shebin El-kom city, in the second semester of the academic year (2021-2022). They were assigned into two groups; the experimental group (N=35) and the control group (N=35). The instruments used included an EFL oral communication skills test. A teacher's guide was prepared to show how to apply and follow the stages of the transactional interactional approach. The instruments were administered before and after the experiment. T-test was used to compare the mean scores of the control group and the experimental one in the pre-post applications. Findings of the study revealed that experimental group students' EFL oral communication skills were higher than those of the control group students. Therefore, it can be concluded that the transactional interactional approach was effective in developing oral communication skills.

Keywords: *Oral communication skills ,Transactional and Interactional approach.*

Introduction

English language represents the dominant language in the world: it is the international language that is spoken world wide. The ultimate aim of teaching a foreign language exceeds the level of memorizing vocabulary and grammatical rules to other areas of social, cultural and discourse conversation to enable learners to use English for authentic communication in order to help foreign language learners achieve communicative competence.

Despite the importance of the oral communication skills in real life communication, these skills receive less attention than other skills. Such neglect is confirmed by many researchers (i.e., Van-Duzer ,1997;Nunan,1998;El-Samouly,2007). Many methodologists and researchers have proposed and advocated explicit teaching of language learning strategies to the positive effect of authentic language on the EFL skills in general and on listening and speaking in particular (e.g., O'Malley and chamot, 1990;El Samouly ,2007;Shehata,2008).

Al-Harjee (2004) points out that the process of listening cannot be determined as we cannot know what goes in and what comes out , listening activities are mere practice sessions where students are given the opportunity to listen to genuine graded English. Listening comprise pre-listening, during listening and post listening stages that FL teacher should use activities in each one of these stages. However, listening comprehension is an interactive process between the receptive message and produced one listening is invisible mental process that could not be described.

Listening is demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message (Brown&Yule,1983). It is valuable to use the interactive model that comprise the top-down processing and the bottom-up processing in order to develop the listening comprehension, (Van Duzer 1997 and Richards,2008). Oral language is more redundant than the written one as it makes frequent use of discourse markers, phrases and simple sentences with less specific vocabulary (with many pronouns) more than the written form of the language (O'Malley and pierce, 1996). Speaking, the other oral skill, is important since the main goal of any language is to understand a certain message and be understood when expressing oneself

through speaking. Florez (1999) clarifies that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

The development of communicative competence requires realistic interaction among learners using meaningful, contextualized language. Oxford (1990) and Littlewood (1992) assert that the language system has to be internalized and it has to become available for the communication meanings. So it is necessary for students to have authentic language experiences in a meaningful and relevant enthusiastic learning environment to develop their proficiency.

In general, foreign language learning process is both 'conscious and unconscious', but some linguistics think that unconscious acquisition of language is more important than language conscious learning as it is only the language which is naturally acquired through exposure to foreign language that is readily available for fluent communication (Shehata 2008). So it is necessary for student to have authentic language experience.

This current study will use Transactional and Interactional Approach Teaching in developing among preparatory school pupils. The transactional and Interactional teaching approach is an approach for teaching reading which regards reading as a transactional process. This approach is based on the relationship is that between the reader and the text and this relationship is much like that between the river and its bank, each working its effects upon the other. Positive learning environment involves teaching skills that focus on transaction and interaction or two-way exchange of information in which students are given time to think how to answer and their answers are clarified, encouraged and elaborated (Gumm, 2004).

Readers in transactional teaching utilize intertextuality as inquiry tool to build their own perspectives of the ideas communicated in the text since transactional uses of language are message-oriented rather than listener-oriented, and here it differs from the interactional uses of language which focuses on using language for social communication of ideas (Mohamed & Abed, 2004 and Zang, 2000).

Transactional teaching involves the student in solving a cognitive problem or pursuing some form of inquiry-usually based on a set of procedures which may be rooted in a particular discipline (Miller, 2002). Reutzel (2006) indicated that "transactional teaching of reading strategies

was the bringing together of psychological research on explicit explanations of multiple comprehension strategies and reader response theories for teaching students to learn and flexibly apply a set of comprehension strategies while interacting around a text so as to increase both self-regulated strategy use and understanding of text to include improvements in the learning of content". Transactional strategy instruction is the teaching of self-regulated comprehension processes that aim at developing students who, on their own , use the comprehension strategies that excellent readers use (Gambrell, Morrow, Pressley and Guthrie,2007).

Although classroom interaction had been studied before the late 1960s, it was at that time that accessible technology in the form of electronic recording devices allowed more detailed qualitative inquiry and phenomenological studies . Interaction is the process of one-to-one action, it can be verbal as in the written and the spoken words, or it can be non-verbal through eye contact, facial expressions, and proximity. Bygat(1987) considers interaction as a means of the language use for keeping communication among people.

Interactional among students , if managed appropriately , could play a key role in student's educational achievements as it encourages informal learning styles and new techniques among student. He adds, 'we can promote students' abilities to work collaboratively, and enhance collaborative rather than competitive social relationships among learners as well as establishing positive motivation toward school (johnson,1995).

Through the transactional and interactional teaching approach, teachers explain and model strategies first one by one explicit moving quickly to showing students how to coordinate a set of strategies. Then , teachers gradually fade their levels of instructional support as students assume control of the strategies where they are encouraged to help their peers become more strategic (beckman, 2002 and Reutzell, 2006).

Context of the problem

Through the researcher's experience as a teacher of EFL in a preparatory school in Menoufia Governorate , she has observed that there are some weaknesses in pupils' oral communication (listening and speaking skills) ; as they listen only for specific guided limited points that may take only two or three minutes every week. Besides most of pupils are not given the opportunity to express themselves fluently or accurately.

In addition, the English curricula in the Egyptian schools have been developed and taught according to the communicative approach . Yet pupils as some researchers (nassef,(199:., kasem,2006; El samouly,2007;Shehata ,2008;ElSaid,2009) pointed out , still have difficulty expressing themselves orally and in writing accurately and fluently.

In order to get a documented idea about the pupils' listening and speaking skills ,the researcher conducted some structured interviews as well as a pilot study. The researcher interviewed ten EFL teachers and findings showed that most of the pupils could not recognize words in context or get the meanings of words while receiving the different messages. they also showed that most of pupils couldnot express themselves correctly or fluently. They also a affirmed that the oral communication skills were neglected inside the EFL classroom and were treated individually ,not integratively. A pilot study through adminstering oral communication skills tests, prepared by researcher, to random sample of second year prepratory school pupils. The test (listening and speaking components) comprised four questions that attempted to check listening for integration of skills. This pilot study aimed to measure pupils oral communication skills. The results of the study indecated the weakness of pupils oral communication skills in English language classrooms. The majority of the pupils (about 70%) could not analyze or evaluate what they listen. They could not make predictions, understand the message and get the meaning ideas by others.Because of the problems, the researcher suggests the transactional and interactional approach to help the learners develop their oral communication skills. This approach is based on the interaction between the pupils during the learning process. The approach has many strategies and activities that will be used in this research.

Statement of the problem

The problem addressed in this study is the insufficient development of EFL oral communication skills among preparatory stage pupils, despite their significance. This issue can be attributed to several factors , including the limited time dedicated to teaching oral communication skills in the English language and the neglect of motivating pupils and enhancing their enthusiasm and self-confidence in EFL oral communication within the teaching methods used. Therefore, the current study aims to investigate the

effectiveness of a transactional and interactional approach based on activities in improving EFL oral communication skills.

Questions of the Study

This study attempts to investigate the effectiveness of using transactional and interactional approach to develop oral communication skills through answering the following questions:

1. What is the effectiveness of using transactional and interactional approach in improving the oral communication skills of second year preparatory school pupils?

This question has the following the sub-questions which need to be answered through the research:

- What are the EFL oral communication skills that are necessary for second year preparatory school pupils?
- What is effectiveness of using transactional and interactional approach in improving the listening skills of second year preparatory school pupils?
- What is effectiveness of using transactional and interactional approach in improving the speaking skills of second year preparatory school pupils?
- How can transactional and interactional approach be implemented to develop EFL oral communication skills of the second year preparatory school pupils?

Hypotheses of the Study

The study attempts to test the following hypotheses:

1. There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of overall listening skills in favor of the experimental group.
2. There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of listening subskills (main idea ,specific, word recognition and word meaning) in favor of the experimental group.
3. There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of overall Speaking skills in favor of the experimental group.
4. There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of Speaking subskills (fluency, accuracy, comprehensibility) in favor of the experimental group in favor of the experimental group.

5. There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of overall Oral Communication skills in favor of the experimental group.

The purpose of the study

The present study aims to enhance EFL oral communication skills (listening and speaking) among preparatory pupils through the utilization of the Transactional and Interactional approach.

Significance of the study:

This study can be significant to EFL students, teachers and curriculum designers. For Students, it may provide them with the opportunities to develop their EFL oral communication skills. It may develop their self-awareness and enabling them to reactions to teaching methods. Teacher, it may raise their awareness of the importance and benefits of listening and speaking instructions and how it can be implemented effectively in EFL classroom. Curriculum designers, it may draw their attention to transactional and interactional approach as a new trend that should be incorporated in Egyptian preparatory schools for teaching English in general and EFL oral communication in particular.

Delimitations

1. Two classes of second year preparatory school pupils will be selected to represent the research sample.
2. The second semester of the academic year 2021-2022.
3. The oral communication skills are listening and speaking skills.
4. Some listening skills required for EFL second year preparatory school pupils including listening for specific information, word recognition and word meaning.
5. Some speaking skills including fluency, accuracy and comprehensibility.
6. The transactional and interactional teaching approach has a positive effect developing oral communication among second year preparatory school pupils.

Instruments and materials of the study

The researcher prepared and used the following instruments and materials:

1. Oral communication skills checklist (listening and speaking skills parts).

2. Oral communication skills test (listening and speaking components)
3. Speaking skills rubric.
4. Activities are used depend on the Interactional and Transactional approach.
5. Video CDs of second year preparatory school units and some related videos are used to encourage pupils to interact with an authentic material with new high interest reading that are rich in content.
6. Teachers' guide on the implementation of the transactional and interactional approach to enhance EFL oral communication skills among second preparatory students.

Definition of terms

A- Transactional and interactional approach

Brown (2008,539) defined the transactional teaching approach as: “the teaching of a small set of a research-based strategies within the context of collaborative text discussions where responsibility for using strategies to constructs meaning is shared among all group members”.

Ghazi Kh (2011), interaction is the process of one-to-one action, it can be verbal as in the written and the spoken words, or it can be non- verbal through eye contact, facial expressions, and proximity. Richards & Rodgers (2001) ,examined the interactional view that beliefs, “language as a vehicle for the realization of interpersonal relations and for the performance of social transactional between individual.

B- Oral Communication skills

English as a Foreign Language (EFL) oral communication skills refer to the abilities of learners to actively use the English language for communication. The two oral communication skills in EFL are listening and speaking. Here is a definition of each skill:

Listening

Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world

through that person's eyes. Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers and learners. Speaking is the ability to produce English language oral and convey meaning in various contexts. It involves the use of appropriate vocabulary, grammar. And pronunciation to express ideas, options, and information effectively. Learners develop speaking skills through activities such as conversations, role-plays, presentations, and discussions. Research has shown that speaking practice promotes fluency, accuracy, and confidence in language learners (Derwing & Munro,2015). Speaking is process of creating and sharing meaning through the use of verbal and non-verbal symbol in various contexts (Abdel-Halim,2016). In the present study, speaking refers to the ability of pupils to communicate in English fluently, accurately, and comprehensively, with native-like pronunciation, in order to convey a coherent message.

Review of Literature

1. Oral communication skills(listening and speaking)

According to Nakate (2012), the oral communication process occurs through to spoken words since oral communication is defined as the successful interpretation, composition, and presentation of information, ideas, and values to a specific audience. The rise of many types of media in today's society has resulted in the communication process taking place through various channels such as telephones, teleconferences, video conferences, and so on. Previously, the sole avenues of communication were face-to-face meetings and speeches. Understanding and applying various workplace communication skills has become critical for success in today's working life. While speaking, effective listening conveyed one's thoughts.

1.1 EFL listening skills

Importance of listening skills

Listening has an important role in English language learning and has a crucial role in maintain oral communication skills as the following :

Listening is the most widely used language skill, is often used in conjunction with the other skills of speaking, reading and writing. It is not only a skill area in language performance, but also a critical means of acquiring a second language (Rost,2001). Listening is in the core of second language acquisition (Richards,2002). Listening is the mother of all the other language skills. In fact, this has strong evidence in reality, since it is

nearly impossible for those who have never heard a language to speak, read or write it (Beheery,2008). Listening in languages has undergone several important stages assumed acquisition through exposure but not really taught to be viewed as a primary vehicle for languages learning (Richards,2002).

Listening provides opportunities to hear voices other than the teachers, enables students to acquire good speaking habits as a result of the spoken English they have absorbed, and helps to improve their pronunciation. Listening text often provide excellent examples of function such as apologizing, inviting and refusing. The process of listening, especially the bottom-up and top-down model, and schema-building activities are also applicable to reading. In the late 1960% and early 1970s, applied linguistics recognized that listening was the primary channel by which the learner gained access to L2 data, and that it therefore served as trigger for acquisition(Rost,2001). Listening plays an important role in daily communication as during the decades, developments in education, linguistics and sociology have led to the powerful theories of the nature of language comprehension in second language acquisition (Rost,2001). Guiding students through the process of listening not only provides them with the knowledge by which then can successfully complete a listening task ,but it also motivates the and puts them in control of their learning (Vandergrift,2002).

Strategies of EFL listening skills

Listening strategies contribute directly to the comprehension and recall of listening input. According to Tyagi (2013), listening strategies can be characterized based on how the listener processes the input.

1. Top-down strategies are dependent on the listener. The listener draws on prior knowledge of the topic, circumstance or context, text type, and language. This prior information prompts a set of expectations that assist the listener in interpreting what is heard and predicting what will happen next. Top-down strategies include the following: analyzing discourse structure to recommend effective listening strategies, listening for the main idea, forecasting, making inferences, and summarizing.,
2. Bottom-up strategies are text-based; the listener relies on the language in the message to produce meaning, that is, the combination of sounds, words, and grammar. Listening for specific

details, detecting cognates, and understanding word-order patter are examples of bottom-up strategies.

Top-down strategies include listening for the main idea, predicting, drawing inferences, summarizing the text based ; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. And Bottom-up strategies include listening for specific details, recognizing cognates, recognizing word-order patterns. Calero, Mejilla, and Salgado,(2014).

1.2 EFL speaking Skills

Guang (2007), defined the term "speaking" as " the ability to express oneself or communicate orally by using a language " (p. 53). In Mora's (2010), it was argued that speaking is an essential component of second language acquisition and instruction. It is a process of constructing and conveying meaning through the utilization of both verbal and nonverbal symbols.

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we teachers of English, have spent all our classroom time trying to teach our students how to write to read and sometimes even to listen in a L2 because grammar has a long written traditional Bueno, Madrid and McLaren,(2006). The national communication Association (2006) defined speaking as the uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language.

The ability to communicate through spoken language is a fundamental factor in the development of thinking, learning, and communication. Through the use of spoken language, students can gain insight into concepts and expand their vocabulary. Developing the speaking ability has become a key objective of the English as a Foreign Language (TEFL) courses, and the following points should be taken into account:

Objectives of speaking instruction

The objectives of speaking have been widely discussed due to their significance in improving the speaking process. According to Lawtie (2004), there are two objectives for speaking instruction; the first is to improve students' communication skills, as they should be able to generate oral language utterances that are pertinent to various communication contexts. The second is to foster foreign language motivation, as if students

are not given the chance to speak in language classes, they will lose interest in learning. However, if the classroom activities are properly taught, speaking in a classroom setting can be enjoyable and can increase learners' motivation.

What distinguishes the speaking skill from the other language skills:

In accordance with the findings of Mead and Rubin (2005), speaking skills are broadened to include a focus on communicating in a manner that reflects a range of contexts. Additionally, communication is used to accomplish objectives; to provide information, to persuade, and to resolve issues. Lastly, basic competencies are emphasized that are necessary for daily life, such as requesting information or providing essential information.

Levelt (2002) and Carter and Nunan (2001) offer that The four main stages of speech production are conceptualization, formulation, articulation, and self monitoring, as outlined in the research papers by Levelt and Carter (2002). Conceptualization involves the planning of the message content, the acquisition of background knowledge, knowledge of the topic, knowledge of the speech situation, and knowledge of speech patterns. Formulation involves the identification of words and phrases, the sequencing of them, and the addition of grammatical markers; articulation involves the control of the motor system of the tongue, lips, and teeth; and self monitoring is the ability of language users to identify and correct errors.

Activities for developing EFL speaking skills

When it comes to in-class speaking tasks, dialogues and conversations are often the most common and obvious speaking activities used in language classrooms. However, teachers have the flexibility to select activities from a variety of tasks. El-Saka (2017) suggests six possible task categories:

a) Imitative drills: These involve learners simply repeating phrases or structures for the purpose of clarity and accuracy. For example, phrases like "Excuse me" or "Can you help me?" can be practiced through imitative drills.

b) Intensive drills or repetition: This sort of practise concentrates on certain phonetic or grammatical elements, such as minimal pair repetition or urgent sentences.

c) Responsive activities: Learners provide short replies to teacher or peer questions or comments. This can include answering a series of yes/no questions or providing brief responses to prompts.

d) Transactional dialogues: This discourse is being held in order to exchange information. Interviews for acquiring information, role plays, or arguments are some examples.

e) Extensive activities: It involves a long monologue, such as delivering a short speech, delivering an oral report, or delivering an oral summary.

By incorporating these diverse task categories into the language classroom, teachers can provide learners with a range of speaking opportunities and foster the development of their EFL speaking skills.

Assessing EFL Speaking Skills

Assessing EFL speaking skills is considered the most challenging task for foreign language teachers. In a traditional speaking classroom, learners engage in speaking activities while the teacher provides feedback. Torkey (2006) outlined four types of speaking tests:

1. Proficiency test: This test aims to generate a single score that represents the learner's overall language ability. It typically covers a wide range of language aspects to determine the learner's general target level.

2. Placement test: The purpose of this test is to determine the appropriate class for a particular learner. There is no such thing as a good or bad score; rather, the test provides a recommendation for the most suitable class based on the learner's performance .

3. Diagnostic test: This test allows learners to demonstrate their proficiency in various language elements, such as functions, structures, situations, or vocabulary. It helps identify the learner's familiarity with different elements and areas that may require further development .

4. Achievement test: This test samples the speaking elements or skills covered in the course and evaluates how well the learner has mastered them. The results are typically expressed as an overall score .

These various types of speaking tests serve different purposes in assessing learners' speaking proficiency and provide valuable information for both teachers and learners to track progress and address areas of improvement.

2 Transactional and interactional approach

The term "transactional" is used to refer to the two-way communication between the learner, (reader, listener and speaker), and the text. According to Panel (2011), the transactional approach to strategy instruction incorporates the same fundamental elements as direct education,

however, it takes a slightly different approach to the teacher's role in strategy instruction. Direct education emphasizes the teacher's ability to provide explicit explanations, while the transactional approach focuses not only on that, but also on the teacher's capacity to facilitate conversations in which students collaborate to form shared interpretations of the text, as well as explicitly discuss the psychological processes and cognitive strategies involved in comprehension. Essentially, while transactional instructions provide explicit explanations of the strategic mental processes used when speaking or communicating, the emphasis is placed on the interactive exchange between learners in the classroom.

Direct education and transactional strategies involve teachers explaining strategies to students and modeling the rationale behind their use. These strategies involve the systematic practice of new skills and scaffolded support, where teachers gradually reduce the amount of support they provide to students. The primary difference between direct and transactional strategies is the way in which the emphases of each approach (explanation versus discussion) affect the level of collaboration between students. In direct education, strategy instruction is primarily done by the teacher. On the other hand, transactional approaches are more collaborative, with explicit teacher explanation being an important part of the approach. Learning is primarily achieved through interactions and transactions between students during classroom discussion.

Ruben (2018) defines the interactional approach as the process of teaching students in a manner that allows them to participate actively in their own learning. There are various methods of creating in this manner, typically through teacher-student interactions, student-student interactions the utilization of audio, visual, video, and hands-on demonstration and exercise.

Interactional approach to teaching to teaching is characterized by providing students with questions and time for reflection and discussion, as well as fostering a supportive classroom environment to foster interactions between students and teachers, as well as between peers. It has been identified as essential in order to foster learners' intellectual involvement in the classroom (see Change, Jones,& Kunemeyer, 2002,p.2).

The interactional approach is concerned with manner in which learners employ strategies during interaction that may assist them in

enhancing their ability to negotiate meaning and the overall efficacy of their message. The focus of the interactional approach is primarily on the internal and cognitive processes that are involved in the production and understanding of speech, as well as the strategic target language use.

Providing students with the chance to share and expand their peers can result in a more enriching learning experience. When there is no authoritative figure to confirm or deny a student's point of view, even students who typically remain silent are more likely to be engaged in dialogue. Consequently, those who often feel powerless in a classroom setting can benefit from a participatory learning opportunity (Johnson, 2011).

3.Method

3.1 Design of the study

This research uses a quasi-experimental design with a pre-post control experimental design with a pre-post control experimental design. One group was designated as the control group (n=35), and the other as the experimental group (n=35). The control group was taught using traditional teaching materials, whereas the experimental group was taught using transactional and interactional approach. Participants were chosen at random from the main phase of students registered in the second year at El-massai El-gdedah banat school, Shebin El-kom city, Menoufia Governorate in the second semester of the academic year(2021-2022).

3.2 participants of the study

In the semester of the academic year (2021-2022), 70 second year students from El-massai El-gdedah banat school, Shebin El-kom city, Menoufia Governorate took part in this study. The sample age ranged from thirteen to fourteen years. They were split into two groups: one as the experimental group.

3.3 Instruments

The following instruments and materials were designed and used by the researchers:

1. A listening skills checklist.
2. A speaking skills checklist.
3. A pre-post oral communication skills (listening) test that was prepared by the researcher.
4. A pre-post oral communication skills (speaking) test that was prepared by the researcher.

5. An EFL listening rubric.
6. An EFL speaking rubric.
7. A teacher's guide to be used in the study experiment.

The EFL listening skills checklist

An EFL oral communication skills checklist was created to identify the most critical EFL skills that are required and applicable to preparatory school second year. It was devised by the jury members based on the oral communication skills to learn for second year in prep school. After studying the literature and studies on oral communication skills, the researcher created a first-form checklist. list was intended to encompass a variety subskills of oral communication skills listening and speaking skills suited to the level and age of the research participants.

Checklist Validity

A panel of EFL jury members reviewed the checklist for clarity and appropriateness. He was instructed to add, remove, or modify elements as needed. Following that, many valuable remark were considered.

Source of the checklist

The oral communication skills checklist was derived from many different sources by reviewing the Ministry of Education directives of English in the preparatory stage. Literature related to the area of EFL oral communication skills (listening and speaking) and subskills was also reviewed. The viewpoints of senior teachers, supervisors, and EFL experts were considered.

The EFL oral communication skills test

Oral communication test consists of two sub-tests: (a) the listening test, (b) the speaking test. The listening sub-test consists of discrimination and interpretation. The speaking sub-test consists of fluency, accuracy, and comprehension Construction of the listening test consists of twenty questions. Each sub-skill has two questions to measure the students' level before and after getting the transactional and interactional approach. Construction of the speaking test consists of eight questions that are specified to measure the students' oral communication skills.

Test validity

The English Oral Communication Skills Test was presented to numerous members of the Jury in the field of English Curriculum and

Teaching Methods to validate it. They were asked to judge the test materials acceptability for prep school pupils.

Before distributing the research to students, the test-retest procedure was used to calculate test reliability. This was given to thirty students who were not included in the research sample. Three weeks later, the same students took the same test under the same circumstances. The test is regarded credible because the correlation coefficient between the scores of the both administrations is high.

Test Reliability

Before distributing the test to pupils, the test-retest procedure was used to calculate test reliability. This was given to thirty-five pupils who were not included in the research sample. Three weeks later, the same pupils took the same test under the same circumstances. The cronbach's alpha was used to calculate the correlation coefficient between the scores of both administrations are high.

Pilot Testing

The test was conducted as a test on a group of randomly selected pupils (20) who had the same knowledge as the target group (control and experiment) had similar characteristics in order to examine the suitability and appropriateness of the test in terms of time, difficulty and coefficient of discrimination. The average test time was estimated after the pilot test by dividing the total time taken by each student by the number of pupils.

Test time = Sum of time /Number of pupils

$$20/503 = 30 \text{ minutes}$$

The instructions of the test were explained clearly in Arabic during the pre-test for both the control and experimental groups, to make sure that all the pupils understood what was required in the test. The pupils were asked to repeat the audio text and move to answer the question. No one needed an extra time to complete the test.

3.Scoring EFL Oral communication Skills Test Using a Rubric

The EFL oral communication test was assessed using a rubric prepared by the researcher. The rubric was designed to evaluate pupils' oral communication skills in the EFL test. Participants received ratings ranging from "1" to "4" for their answers to each question. A score of "four" was given to participants who demonstrated high performance, while a score of "one" indicated low performance.

4.The teacher's Guide

The researchers created a teacher's guide book to be used while teaching prep school pupils EFL oral communication skills (listening and speaking). Worksheets and materials were printed and distributed to study participants. The researchers compiled and collected the guide's content from many sources.

Description of the study treatment

The primary goal of this research was to look into the impact of a transactional and interactional approach on building EFL oral communication abilities and enabling second year of prep school pupils to communicate successfully in English. During the second semester of the 2021-2022 academic year, the research was carried out at El-massai El-gdedah banat school. The researcher followed several steps as part of the study's procedures, as outlined below:

Planning:

To begin, researchers must acquire permission to perform research and experiments. A sample of 70 second prep pupils from the El-massai El-gdedah banat school , Shebin El-kom city, Menoufia Governorate was divided into two groups. An inventory of important EFL oral communication skills for preparatory school pupils was employed in this study, as well as an EFL oral communication test delivered as a pre-test. Following the pre-test, all students were placed into two equal groups: The control (35 students) and experimental (35 students). For nine weeks, the experimental group was subjected to a moderate approach. The researcher collaborated extensively with the English teacher in order to gain support for the study. To fit with the EFL lesson objectives in the ministry of education textbooks , activities based on a transactional and interactional approach were chosen. The experimental group received materials, instructional aids that combined activities with a transactional and interactional approach.

Objectives of the teachers' guide:

The researcher aimed to develop aimed to develop preparatory stage pupils' EFL oral communication skills (listening and speaking) using the transactional and interactional approach. By the end sessions, pupils would be able to:

- a) Understand what the transactional and interactional approach is , its objectives , stages, and the role of the teacher and pupils.
- b) Identify oral communication skills (listening and speaking).
- c) Recognize the importance of EFL listening and speaking skills.
- d) Establish connections between the transactional and interactional approach and EFL oral communication skills.
- e) Gain an overview and experience of what a transactional and interactional approach lesson might look like.
- f) Value the importance of using the transactional and interactional in developing preparatory sage pupils' EFL oral communication skills.

Implementation

The researcher began implantation after defining the major objectives and developing the course plan. During this period, activities with a transactional and interactional approach are used. The researchers conducted activities based on transactional and interactional views using content from second year preparatory school textbooks.

Activities:

The researcher employed the transactional and interactional approach through various activities, including:

Pair work,group- work, a whole class- discussion,think- pair-share activity,the shadow listening -speaking activity,Focused- listening /speaking activity,the shadowing activity,charade activity,storytelling activity,partial dictation activity.

The teacher's role encompasses being a curriculum developer resource, guide , planner, facilitator, classroom manager, organizer, and consultant. The teacher interacts with pupils, providing feedback, offering solutions, and assigning speaking tasks. Pupils work in pairs and groups, actively participating in activities. They engage in both guided and less-guided communicative settings. Pupils take on roles as negotiators, assessors and error connectors.

Treatment Description

The experiment was carried out during the second semester of the 2021-2022 school year, which began on February,17 ,2022 and lasted two months. For eight weeks, the researchers met with the experimental group twice a week for ninety minutes. The samples were assigned to control and experimental groups at random. A listening and speaking pretest were

administered prior to the trial. The pupils in the experimental group actively participated in the study, which was conducted utilizing a transactional and interactional approach to teaching listening and speaking. The control group on the other hand, was taught using the traditional technique. Orientation sessions are held to prepare students for research while highlighting the value of a transactional and interactional and its processes. The next session included a variety of listening and speaking activities /tasks that participants completed in order to develop their EFL oral communication skills in listening and speaking. On April ,17,2022, after the experimental group had completed the learning the learning session, the researcher conducted a posttest of listening and speaking to the experimental and control groups.

The session were planned based on the following steps:

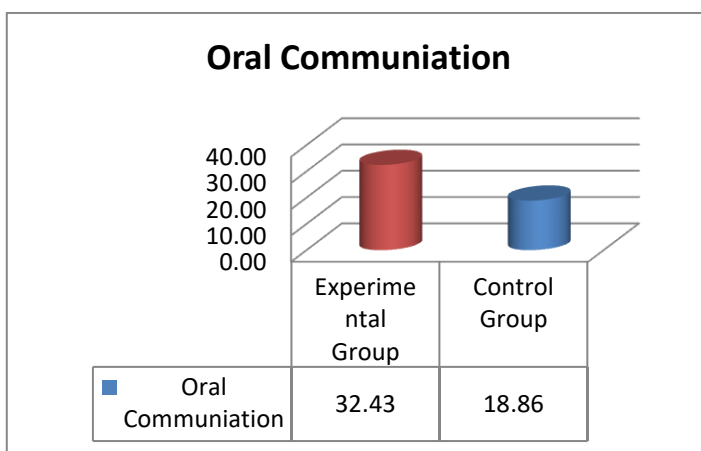
- Observing (warming-up)
- Questioning (presentation activities)
- Experimenting (collecting data)
- Communication (extension activities)
- Assignment

4.Results

The main objective of the transactional and interactional approach was to enhance the targeted skills of the experimental group. The study's findings, along with the hypotheses, are presented below: The findings related to the first hypothesis indicate that there is a statistically significant difference between the posttest mean scores of the experimental group and those of the control group in overall EFL oral communication listening and speaking skills, favoring the experimental group. Table () presents the t-value, which signifies the disparity between the mean scores of the two groups. This results is consistent with many previous related studies that found that proved to be an effective approach in developing students ability to communicate such as the studies of Anderson(1992),Brown and Coy-Ogan (1993, El-Dinary et al.(1994),Brown et al. (1995),Dugan and Bean (1996), McElvain (2010),Abdel-Maksoud (2012) and El-Lehle (2020).

Table (1) t-Value and effect size of both groups

Test	Group	Mean	Std. Deviation	t-value	d. f	Sig	η^2	d	Effect size
Overall Oral Communication skills	Experimental	32.43	5.21	11.657	68	Significant (0.01)	0.67	2.83	Large
	Control	18.86	4.51						

**Figure (1) Bar Chart of the Mean Scores of the Control and the Experimental Groups in the Post Overall Oral Communication skills.**

The findings regarding the second hypothesis indicate that there is a statistically significant difference between the posttest mean scores of the experimental group and those of the control group in EFL listening subskills (main idea, specific, word recognition, and word meaning) favoring the experimental group. Table (2) displays the t-value, which

signifies the disparity between the mean scores of the two groups.

	Group	Mean	Std. Deviation	t-value	d.f	sig	η^2	Effect size (d)	Effect size
Listening for the Main Idea	Experimental	4.69	0.80	7.123	68	Significant at (0.01)	0.43	1.73	Large
	Control	3.14	1.00						
Listening for Specific Information	Experimental	2.66	0.68	6.145	68	Significant at (0.01)	0.36	1.49	Large
	Control	1.86	0.36						
Listening for Word Meaning	Experimental	2.37	0.77	4.652	68	Significant at (0.01)	0.24	1.13	Large
	Control	1.63	0.55						
Recognizing Word-Order Pattern	Experimental	2.26	0.82	4.855	68	Significant at (0.01)	0.26	1.18	Large
	Control	1.40	0.65						
Recognizing Words in context	Experimental	2.46	0.61	6.365	68	Significant at (0.01)	0.37	1.54	Large
	Control	1.46	0.70						
Summarize a short description of the main ideas	Experimental	2.20	0.68	5.910	68	Significant at (0.01)	0.34	1.43	Large
	Control	1.26	0.66						

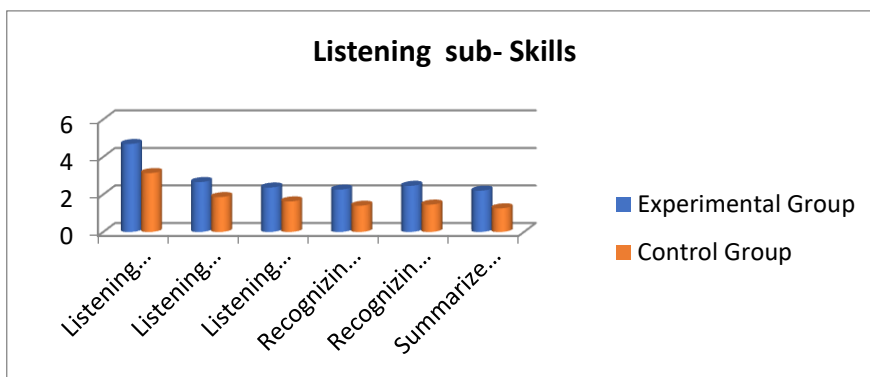


Figure (2) Bar Charts of the Mean Scores of the Control Group and the Experimental Group in the each of the listening sub skills.

The findings regarding the third hypothesis indicate that there is a statistically significant difference between the posttest mean scores of the experimental group and those of the control group in overall speaking skills

favoring the experimental group. Table (3) displays the t-value, which signifies the disparity between the mean scores of the two groups.

Test	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	d	Effect size
Overall Speaking skills	Experimental	15.80	3.15	12.346	68	Significant at (0.01)	0.69	2.99	Large
	Control	8.11	1.91						

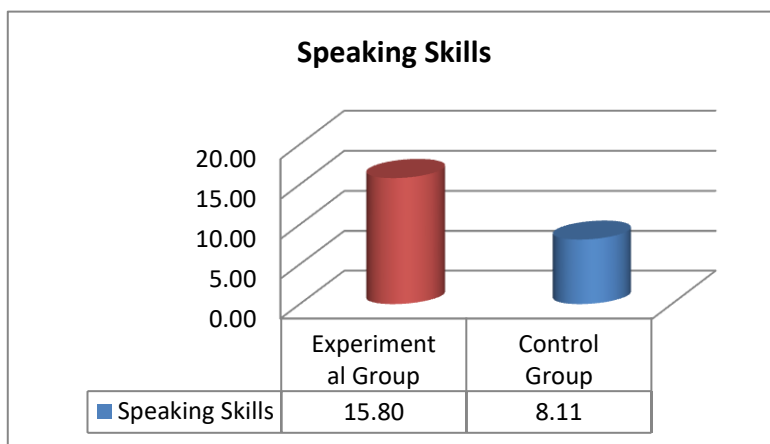


Figure (3) Bar Chart of the Mean Scores of the Control and the Experimental Groups in the Post Overall Speaking skills.

The findings regarding the fourth hypothesis indicate that there is a statistically significant difference between the posttest mean scores of the experimental group and those of the control group in speaking subskills favoring the experimental group. Table (4) displays the t-value, which signifies the disparity between the mean scores of the two groups.

	Group	Mean	Std. Deviation	t-value	d.f	sig	η^2	Effect size (d)	Effect size
Fluency	Experimental	8.71	1.60	13.69	68	Significant at (0.01)	0.73	3.32	Large
	Control	4.09	1.20						
Accuracy	Experimental	3.57	1.12	6.55	68	Significant at (0.01)	0.39	1.59	Large
	Control	2.20	0.53						
Communication and comprehensibility	Experimental	3.51	1.07	8.418	68	Significant at (0.01)	0.51	2.04	Large
	Control	1.83	0.51						

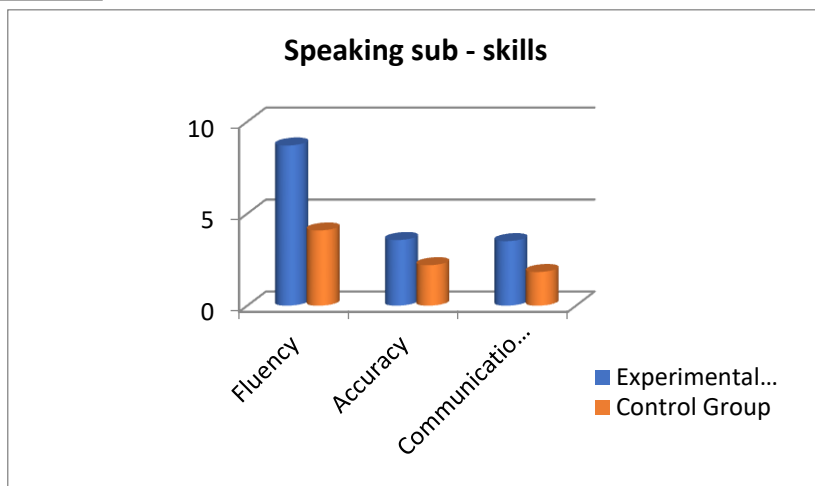


Figure (4) Bar Chart of the Mean Scores of the Control and the Experimental Groups in the Post Speaking subskills.

Discussion

The purpose of this study was to investigate the impact of employing a transactional and interactional approach to developing EFL oral communication abilities in second year of preparatory school pupils. The findings of the study demonstrate that using a transactional and interactional strategy to improve EFL oral communication abilities in second of preparatory school pupils is successful. The first section of the study concentrated on the results of the EFL oral communication skills Test administration. However, when examined in the context of student performance following the experiment, discussion of these findings improved. Students' oral communication skills, particularly listening and speaking, have improved. They show an improved capacity to communicate with people, speak fluently, express themselves, and use language. The mean scores of the experimental group's students.

There are various reasons, according to the researchers, why a transactional and interactional approach is useful in building EFL oral communication skills:

1. A transactional and interactional approach simplifies and contextualises learning by efficiently combining all four areas of language learning: hearing listening , speaking, reading and writing.

2. A transactional and interactional approach promotes effective teaching by maximising the benefits of many teaching styles while minimising the benefits of many teaching styles while minimising their drawbacks.
3. Learners who use a accommodating approach are fully aware of their responsibilities, and the approach is adaptable and sensitive to their requirements.
4. The transactional and interactional approach builds on the strengths and weaknesses of existing systems.
5. The teacher is able to employ the effective teaching strategies based on the learning objectives.
6. Using English language more easily and fluently.
7. Utilizing different forms of expression for a variety of functions.
8. Recognizing the general importance, principles, and benefits of the transactional and interactional approach.

Conclusion:

Based on the findings of the study, it can be concluded that the instruction provided to the participants regarding EFL oral communication skills enhanced their ability to listen clearly with comprehension and speak fluently. Moreover, the training received by the pupils regarding listening clearly improved their ability to comprehend words and the main ideas correctly without errors. It is recommended that pupils be exposed to more practice to more practice in listening and speaking to further develop their skills.

It was concluded that:

- 1) Using the transactional and interactional approach helped the participants achieve better performance and progress in EFL oral communication (listening and speaking) classes.
- 2) The traditional method used nowadays in teaching oral communication (listening and speaking) does not help students develop as listener and speaker. It only stress on vocabulary and does not care with the full understanding of the text.
- 3) The transactional interactional approach is effective in developing the listening and speaking skills among second year preparatory school.

- 4) The transactional interactional approach develop some skills among second year preparatory school students such as co-operation ,self -dependence and self- confidence.
- 5) During using our approach, the students' love for listening and speaking class increased and their performance improved.

Recommendations

Based on the results of the results of the present study, the following recommendations should be taken into consideration when teaching oral communication in English language:

- 1) Teachers should provide the opportunities for students to interact ,transact , co-operate and depend on themselves during their learning process.
- 2) Through using transactional interactional approach, students also have their own roles. The students share positively in the learning process, they are not passive . they are active learners.
- 3) Teachers should consider more students transactional and interactional in the classroom as crucial and in foreign language learning mainly for oral skills, as the improvement of any language needs from learners to be more in communicate and contact with other people.
- 4) Teachers should use authentic materials in oral classes such as the use of shadowing technique in which students listen and repeat after native speakers' conversations .
- 5) Teachers should encourage students to transact and interact in the classroom through the use of various activities which motivate them to maximize and increase their amount of talk in order to practice and the English language .
- 6) Teachers have to make students trust their abilities to become energetic and motivated more to show and explore their oral production and enhance their level of achievement.
- 7) Teachers have to focus on teaching listening and speaking skills in English language as a process not as a product.
- 8) Students have to be given the freedom to choose the texts they want to communicate in it and to be related to their own lives and experiences in order to be able to relate the text content to their prior knowledge.
- 9) More attention should be paid to teaching how to listening and speaking when communicating.

Suggestions

The research offers the following suggestions for further research:

1. Using the transactional and interactional approach to develop the student's writing skills.
2. Investigating the effectiveness of the transactional interactional approach in developing college student's oral communication skills
3. Using the transactional and interactional approach to develop the listening skills for primary school students.
4. Developing EFL listening and speaking skills among secondary school students using transactional and interactional approach teaching.
5. Enhancing English language learning among secondary or preparatory school students through interactional and transactional strategy.
6. Using the transactional and interactional approach to develop the reading skills for preparatory school students.

Pedagogical implementation

- a) The transactional and interactional approach is characterized by multiple tasks, high interactions, lively learning, correlating objectives, and fast results.
- b) By making teaching pioneering and entertaining, the transactional and interactional approach facilitates the achievement of learning objectives.
- c) Create pleasant and supportive atmosphere within the classroom.
- d) Make learning more stimulating and enjoyable by incorporating activities that break the monotony of classroom events.

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