

The Effect of Interactive E-books on Enhancing Oral Communication Skills for EFL Primary Pupils

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Abstract

This study investigated the effect of utilizing interactive e-books on enhancing oral communication skills for English as Foreign Language pupils (EFL) in the summer course of 2024 at Al-Zohor Academy, Faysal, Giza. Participants were fourth year primary pupils from experimental language schools. Instrumens included the oral communication skills test and the satisfaction questionnaire which helped to determine the participants' mastery of the oral communication skills. The treatment lasted for two months. Both quantitative and qualitative data analysis techniques were used. Results revealed that the designed interactive e-books were effective in improving participants' oral communication skills and that pupils were satisfied with the taught program. A set of recommendations and suggestions for further research were presented.

Keywords: *Interactive books, oral communication skills, Egyptian EFL primary pupils.*

عنوان الدراسة:

أثر استخدام الكتب الإلكترونية التفاعلية في تنمية مهارات التواصل الشفهي لدى تلاميذ اللغة EFL الإنجليزية كلفة أجنبية (

المخلص:

هدفت هذه الدراسة إلى استقصاء أثر استخدام الكتب الإلكترونية التفاعلية في تحسين مهارات التواصل الشفهي لدى تلاميذ اللغة الإنجليزية كلفة أجنبية خلال الدورة الصيفية لعام 2024 في أكاديمية الزهور، فيصل، الجيزة. شارك في الدراسة تلاميذ الصف الرابع الابتدائي من المدارس التجريبية للغات. استخدمت الدراسة اختبار مهارات التواصل الشفهي واستبيان الرضا لتحديد مدى إتقان المشاركين لهذه المهارات. استمرت المعالجة لمدة شهرين، وتم استخدام أساليب تحليل البيانات الكمية والنوعية. كشفت النتائج أن الكتب الإلكترونية التفاعلية المصممة كانت فعالة في تحسين مهارات التواصل الشفهي لدى المشاركين، كما أظهرت رضا التلاميذ عن البرنامج التعليمي. وقد تم تقديم مجموعة من التوصيات والمقترحات لأبحاث مستقبلية. **الكلمات المفتاحية:** الكتب التفاعلية، مهارات التواصل الشفهي، تلاميذ المرحلة الابتدائية في مصر، اللغة الإنجليزية كلفة أجنبية.

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Introduction

Teaching today tends to guide the learning process in which pupils take the lead towards their own learning. Teachers' roles have changed from delivering information to guiding pupils to producing information. Now learners in the 21st century are required to process new skills, abilities and new knowledge to master their own learning process.

To attain this level of proficiency, it is essential to strengthen EFL learners' oral language abilities so they can interact confidently and effectively with classmates, educators, and others as they grow into capable adults. Oral communication is understood as the full range of verbal responses individuals produce in various linguistic settings. It also serves as a tool to express the thoughts and ideas forming in learners' minds during interactions. According to Roohr, Burkander, and Mao (2018), oral skills act as powerful links in the teaching and learning process, supporting both cognitive development and social engagement (p.16).

The field of English language skills has changed immensely in term of oral skills as they are not anymore restricted to just uttering words and recognizing letters. Oral skills have changed to entail various and varied mental processes such as using the correct order to construct words and sentences, expressing ideas orally via suitable grammar and cognitive structures (Rezende, 2016, p. 22).

Mitropoulou (2012) indicates that improving oral communication skills helps speakers not to be hesitated and have control over what they say and how to say it. In addition, it also increases one's ability to use convenient pauses and bodily expressive movements and helping aids.

In the same manner, Mandeville (2017) advises the learners who think that mastering English language is achieved only through its morphology and grammar without realizing its sounds properly, to reconsider this. He focuses on the importance of mastering oral communication skills because humans communicate orally more than in writing.

Oral skills help children guide their self-inquiry and discover their individual possibilities. Mostafa (2017) states that children who are active communicators can incorporate the things they hear, such as chants and short stories, faster in their framework of knowledge than a more passive counterpart. In his own view, Tramel (2011) observes that children can also exhibit better concentration and memory when they develop good communication. Shiel, Cregan, McGough, and Archer (2012) explain that oral communication is the child's first, most important, and most frequently used structured medium of communication.

Although the curriculum, as Ferrari, Punie, and Redecker (2012) assert, should place a strong emphasis on oral communication, it has been widely acknowledged that the implementation of the oral communication strand has proved challenging. Some teachers may have struggled to implement this component because the underlying framework was unclear to them. Similarly, pupils may face many communication problems. Salmon (2017) reveals that around half of the children enter schools with lack of communication ability as they face various problems that hinder them from mastering oral skills. Lindsay et al. (2010) declare that the reasons for such poor communication include non-appropriate use of modern teaching methods, too little allocated time for teaching them, as well as non-stated bases of assessment.

Nowadays educational institutes are constantly developing new techniques for sounds, pictures, and prints. Widodo (2016) mentions that as teaching English to young learners continues to flourish, research into this area has begun to grow. Werner (2011) also points to the ability of young learners to interact easily with technology such as digital stories to learn English or how they work multimodal texts such as digital stories. In addition, if children are engaged effectively, there will be a great potential for creativity, and a passionate commitment to things which interest them. Tatum (2009) argues that almost nothing is more exciting than a class of involved young people at this age pursuing a learning goal with enthusiasm as happens in digital classes. Therefore, a student's

engagement must be provoked with material which is relevant and involving.

To enrich such important skills, teachers need to provide learners with authentic contexts. Such contexts are available in classrooms that utilize interactive e-books that may greatly improve learners' opportunities to interact both with peers and teachers. Thus, interactive e-books are presented to raise students' learning outcomes (Pihkala-Posti, 2014; Young & West, 2018).

Miller (2010) adds that interactive e-books are connected to a theory that depends on learners-centered approach, helping pupils to cooperate actively, and catering for individual differences. Furthermore, interactive e-books are viewed as means for enhancing various social skills that can be utilized in strengthening linguistic communication with others. Mitropoulou (2012) points to learners' concerns and attitudes as interactive e-books enhance their effective contribution and satisfy their individual differences. Respectively, several studies have yielded that interactive e-books-integrated lessons are effective and appealing (Boyd & Ellison, 2007) as pupils interact with peers and discover new knowledge; and in some cases, perform better than their peers who do not use such books (Livingstone, 2008).

In their study, Sung, Hwang, Chen and Liu (2022) highlight the use of an interactive e-book learning mode with the experimental group to learn the "*Analects of Confucius*" (a philosophy which is very difficult to express its spirit) course while the control group used a conventional technology enhanced teaching mode. The results showed that adopting the interactive e-book teaching mode to study the *Analects of Confucius* in the elementary school course can promote students' learning achievement and motivation.

In his study, Gaid (2020) highlights that in Egypt, primary school pupils are often limited to memorizing words and phrases for dialogue exercises, with little emphasis on meaningful oral communication. This results in a significant gap between the educational objectives and the actual communicative abilities of students, especially when they struggle to express or understand messages effectively. Also, Shteivi and Hamuda's study (2016) confirms that oral communication is the learners' channel to express themselves, their ideas and share concepts. Hence the uttered

language should be clear and accurate enough to convey messages to others. Many previous studies such as those of Ali, (2019); Helwa, (2019); Mohammed and Mahmoud, (2020); Ali, S. (2022) have indicated that the Egyptian EFL learners face challenges regarding oral communication.

To the best of the researcher's knowledge, there is a paucity of studies in this field, particularly for primary pupils in the Egyptian EFL context. However, researchers such as Chen & Tsai (2025); Çırakoğlu, Toksoy, & Reisoğlu (2022); Smith & Kukulska-Hulme (2012) and Wu & Hsieh (2016) dealt with interactive e-books in tackling many educational problems that explored the use of interactive e-books in educational contexts, particularly for distance learning, but not for oral communication skills .

Context of the Problem

As a lecturer at the Faculty of Education, Ain Shams university for more than 20 years, and during my practicum school visits, the researcher has found that EFL learners in Egyptian classes are not able to communicate orally in an effective way. Regular teaching, which is based more on one way direction, of course from the teacher's side, has resulted in creating passive learners who study English for testing, not communicating.

According to Abu Elenein (2019), Egyptian learners are not exposed to authentic situations in which they can use English naturally. Their role is limited to memorizing some data for the exam. Pupils' oral skills are inefficient, lifeless and completely away from the targeted context. Unless the pupils are immersed in an English-communication environment, the real understanding and use of English is slight.

In this respect, Bandung and Langi (2011) state that the English language is used for practicing meaningful communication. So, the best way to learn a foreign language is constant involvement in real situations so as to communicate easily with others, utilizing new technological tools to achieve this goal. Consequently, this view has been widely receiving considerable support. For example, Koşar and Bedir (2014) explain that learners' communication performance is an important category to be improved via digital activities to make the learners conduct communication directly and to cope with the new teaching methods. In the same vein, Boonkit (2010) and Razmjoo (2011) reveal that the

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teacher's efforts in employing technology to help learners articulate their ideas and opinions are highly expected in the teaching and learning process.

Moreover, many previous studies (e.g., Elsayed, 2017; De Vera, J. S.; De Vera, P. V., 2018; Ibna Seraj, Habil and Hasan, 2021; Ekeh, Venketsamy, Nkhensani and Joubert, 2022) confirmed that many of the learners encountered difficulties in oral communication skills. These difficulties have played the role of real obstacles challenging learners to communicate orally in English.

Additionally, the researcher had formally investigated the problem through:

1) A pilot study was conducted on a sample of 25 primary pupils from Orman Language School at Giza, who were randomly chosen to identify their problems in practicing oral communication skills. Pupils were asked some simple questions about their names, family information, their favorite dishes and sports. The researcher focused on observing some oral communication skills. Table (1) shows the results of the pilot study:

Table (1). Results of the pilot study (total number = 25 pupils)

Some Oral Communication Skills	Number of pupils	Percentage
States ideas clearly to others	3	12%
Supports ideas with evidence	2	8%
Uses voice and body movements in expressive ways as appropriate to situation	5	20%
Asks appropriate questions	4	16%
Communicates effectively in simple interviews	4	16%

The previous table revealed that EFL learners face difficulties in practicing oral communication skills, as their percentage in each skill, did not reach even 50%. This may be due to the traditional way of teaching that concentrates on memorizing the assigned topics for the final test purposes. Therefore, many pupils showed an urgent need for more interesting teaching methods to enable them to talk and express themselves.

Additionally, the pupils were asked about learning via using computers. Their responses were extremely encouraging as they were enthusiastic to have English computer activities. Pupils also added that they are likely to continue learning outside of school hours when technology is used. Hence, as suggested by the researcher, interactive e-books might help teachers to enhance their oral communication skills.

2) **Interviews** were held with a group of EFL teachers. The discussion was around two main points: the pupils' problems with oral communication and teachers' problems with using technology inside classrooms. For the first point, teachers confirmed that their pupils lack oral communication skills. For the second point, three major challenges were highlighted: 1) appropriate access to technical support, 2) availability of infrastructure (computer labs, software), policies (whether to administer digital homework), 3) pupils think how to pass the final exam not how to use English in communicating with the outer world; 4) dependency on Arabic in teaching English and 5) short or no time allocated to incorporate new technologies. Most of them agreed that they stopped using technology after the problems they faced in their first trials.

Pupils were new to "interactive e-books", and they all asked about what an interactive e-book is and how it can be used in teaching pupils. Many of them asked for examples of interactive e-books after realizing the importance of using them.

Therefore, this study tried to engage pupils in oral English skills classes through utilizing an interactive e-book because it is rarely taught in Egyptian primary schools, and it is a new strategy suggested to be included in Egyptian English curricula. In the context of primary schools, an interactive e-book could help to enhance oral skills. With this in mind, Egyptian English teachers may be encouraged to include this kind of books in their language classrooms.

Statement of the Problem

The results obtained from the pilot study and the interview revealed that EFL primary stage pupils lack the ability to communicate orally. This could be due to many variables: 1) introducing traditional activities to learners in English classes; 2) pupils have not enough exposure to oral English in class as both teachers and pupils depend on the Arabic language as a means to communicate inside the class ; 3) the teachers adopted a narrow view of using technology in teaching (i.e., a limited

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scope of application); and 4) the English language is taught and learned for the sake of passing examinations, not for developing oral skills. So, pupils may perform poorly, and as a result, they may dislike English classes. Consequently, pupils cannot communicate either with native speakers or their local teachers.

Thus, this study attempted to answer the following *main question*:

How can a program based on interactive e-books activities be effective in developing primary pupils' oral communication skills?

To answer this main question, the following *sub-questions* were also tackled:

1. What is the current situation concerning primary pupils' oral communication skills?
2. What are the principles of an interactive e-book-based program for developing primary pupils' oral communication skills?
3. What are the features of the proposed unit in light of the previously determined principles?
4. What is the effectiveness of the program in developing primary pupils' oral communication skills?
5. To what extent are pupils satisfied with the e-book-based program?

Hypotheses of the Study

Concerning the *hypotheses* which the current study tried to validate, they were as follows:

1. There would be a statistically significant difference at the level 0.05 between the overall score of the participants in the pre-post administration of the oral communication skills test in favor of the post administration.
2. There would be significant differences at the level 0.05 between the total scores of participants in the pre - post administration of each section of the Test in favor of the post administration.
3. The suggested program is effective in developing the oral communication skills of primary pupils.
4. Pupils will be satisfied with the e-book-based program.

Purpose

The purpose of this study is three-fold:

- 1) Identify the oral communication skills necessary for EFL primary pupils.

- 2) Assess the current level of EFL primary pupils in the identified oral communication skills.
- 3) Determine the effectiveness of using an interactive e-book in enhancing oral communication skills for EFL primary pupils.

Delimitations

This study was delimited to:

- 1) A group of 25 pupils in primary four at the summer course of 2024 at Al-Zohor Academy, Faysal, Giza.
- 2) Three categories of oral communication skills (i.e., speaking, listening and social skills).
- 3) An instructional duration of 8 weeks.
- 4) The following sub oral communication skills:
 - A. Speaking Skills: Clarity and Articulation; Appropriate Tone and Pitch; Confidence; Conciseness; Adaptability and Effective Use of Pauses.
 - B. Listening skills: Active Listening; Non-Verbal Communication; Avoiding Interruptions; Providing Feedback; Paraphrasing, Summarizing and Asking Questions.
 - C. Social skills: Attentive Listening; Empathy; Conflict Resolution and Building Rapport.

Significance of the Study

It is expected that the study may benefit the following stakeholders:

1. EFL learners: The study aims at enhancing their oral communication skills and the ability to use interactive e-books.
2. EFL researchers: as the study intends to pave the way for further research which utilizes interactive e-books to develop EFL Egyptian pupils' oral communication skills.
3. Designers and developers of English language curricula. The study tries to emphasize the significance of utilizing an interactive e-book when building new learning programs.

Definition of Terms

Oral Communication Skills

Oral communication skills are generally defined as the ability to engage in verbal discussions and exchange of information through presentations. They are one of the skills necessary for effective communication (Jaca & Javines, 2020). Especially in the field of foreign language acquisition, the job involves a verbal process in which learners are expected to meet requirements such as comprehension, information retention, and practical application (Andrew et al., 2005). Additionally, Pinfet and Wasanasomsithi (2022) define oral communication as the ability to communicate accurately and appropriately in life situations.

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In this study, oral communication is used to mean primary pupils ability to transmit ideas spontaneously from one pupil or a group of pupils. These skills have to do with some non-cognitive aspects of the mind such as self-confidence and readiness to take risks.

Interactive E-books

An interactive e-book contains texts, images, learning videos, and interactive exercises. Learning videos are included to make it easier for the learners to understand abstract materials while the exercises are made interactively where pupils can answer the questions and find out the scores obtained at the end of the e-book section (Asrowi, Hadaya and Hanif, 2019).

In this study, an interactive e-book is a digital book enhanced with multimedia and interactive features designed to actively engage readers and improve learning outcomes. Unlike traditional e-books, which are typically static text-based versions of print books, interactive e-books incorporate elements such as:

- Videos and animations
- Audio clips and podcasts
- Quizzes and assessments
- Clickable diagrams and infographics
- Hyperlinks and embedded web content
- Interactive exercises and simulations

Review of Literature and Related Studies

For foreign language learners to succeed, they need "a large quantity of high-quality language practice" (Clifford, 2002, p.3). Hirotani and Lyddon (2013) argue that quality of practice, exemplified in oral communication skills, is an important factor in language learning. They further assert that interactive e-books can increase the quantity and improve the quality of language practice by providing more opportunities for speaking, listening, reading and writing.

Children who are immersed in activities that combine active experiences, rich conversations and print-related activities are more able to develop the foundational skills required to become successful communicators (Miller, 2010, p. vii).

Oral Communication Skills

Oral communication means using the language appropriately in social interactions. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch,

stress, and intonation (Shumin, 1997, p. 8). Also, Hismanoglu (2000) gives an example of communication strategies, such as gesturing, paraphrasing, or asking for repetition and explanation, all of which are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication.

Chen (2005) declares that learning merely the target linguistic knowledge cannot successfully engage learners into real-life communications in the target culture, learners also need to acquire the process of building and sharing meaning and using verbal/non-verbal symbols. Chen summarizes oral communication skills in EFL as follows:

- Selecting appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- Organizing thoughts in a meaningful and logical sequence.
- Using language as a means of expressing values and judgments.
- Using the language quickly and confidently with a few pauses (pp. 33-35).

According to Counihan (1998), oral communication is not waiting to be asked to give a short, one-sentence answer to a question. Therefore, language instructors should provide learners with opportunities for meaningful oral communication experiences about topics relevant to their lives. Porto (1997, p. 51) declares that if oral communication is the aim, it is necessary to create a suitable atmosphere that would allow pupils to express themselves freely and make them feel eager to talk to the outer world. A teacher-centered classroom would never provide opportunities for learners to communicate. The classroom, thus, must be a non-threatening environment where the focus is on the process of learning, not on error correction. Errors should be viewed as a natural part of the learning process, never as a drawback.

The selection and design of tasks to practice interactive ability which simulates real-life language use is important to any course that includes the aim of improving ability in oral communication. To develop English majors' oral communication skills, Sayed (2005) examined the effect of using multiple intelligences-based training program on developing English majors' oral communication skills, at Faculty of Education, Assuit University. The purpose of the study was to investigate the effect of using a multiple intelligences-based training program on developing

first year English majors' oral communication skills. The results of the study revealed that the program had a great effect on the students' oral communication skills and there are statistically significant differences between the pre and post administration of the test. The study indicated that oral communication skills could be developed through a suitable built program.

Roohr, Burkander & Mao (2018) clarify that minimal research has been conducted around the development of tasks to measure oral communication skills. The purpose of their study is to evaluate the different factors related to the design and scoring of oral communication tasks. Thus, the study depends specifically on video-based oral presentations using a webcam. Performance was scored holistically on overall performance and on content and delivery dimensions by raters. Results show that various interactive tasks are necessary to achieve satisfactory reliability on an oral communication measure.

Interactive e-books

E-books are one of the learning resources in teaching and learning activities both at the elementary and college level. There are several advantages of e-books, as they: 1) become learning tools which are taken into account in the digital era; 2) are suitable tools for reading and academic work; 3) increase the students' motivation and interest in the learning process; 4) are durable as they will not be torn like printed books; and 5) reduce the burden of carrying heavy books (Asrowi, Hadaya and Hanif, 2019, p. 45).

Kouis & Konstantinou (2014) and Areerachakul (2015) state that electronic books from a simple version in PDF format integrated with audio, video, animation, simulation, began to be adopted in conventional classroom teaching, distance education, online-learning or e-learning. The use of e-books in learning can help teachers improve teaching methods in the classroom. Electronic media used in learning can function as effective teaching aids.

As revealed by Hidayati & Wuryandari (2012), animation media can make pupils understand the topics presented more easily. An e-book provides a new reading experience for learners, especially if enriched with multimedia (animation, music, sound, spotlight). Hence, e-books can attract, motivate, students' attention and perseverance in reading (Roskos,

Brueck, & Lenhart, 2017). Roslina, et al. (2013) state that the use of e-books made learning more interesting and fun and doing homework easier.

The research conducted by Hasbiyati & Khusnah (2017) also underscore that the use of interactive teaching materials can significantly improve the students' learning outcomes. Astuti, Siswandari, Santoso (2017) state that using e-book media based on Problem Based Learning can improve the material understanding and mastery of competencies in the learning process so as to improve the students' learning outcomes to the full. Multimedia-based teaching materials can effectively improve the students' learning achievement (Yang, Tseng, Liao, & Liang, 2013).

Besides being able to improve the students' learning outcomes, the use of interactive e-book also encourages the teachers to have creativity in providing learning materials suitable for their students' needs. Richards & Renandya (2002) explain that the use of a determined textbook would tend to limit the teacher's creativity in designing the learning material. The teacher will only deliver the material as recommended without taking the initiative to adjust the material to meet the needs of diverse pupils (Lau, Lam, Kam, Nkhoma, Richardson, & Thomas, 2018). Textbooks that are designed based on the students' needs will provide satisfaction for the students. As revealed by Joo, Park, & Shin (2017), the perception of usability in digital textbooks increases because expectations are fulfilled.

In addition to encouraging teachers to be more creative in providing learning materials, the use of this interactive e-book fits the characteristics of today's students. They are said to be the digital natives/digital generation where they have a high interest in adopting technology. This is a great potential to increase the effectiveness of classroom learning using technology. By using technology, learning will become more interesting and fun for the students. Zhang & Deng (2004) in his study found that the pupils were easier to pay attention to and the lesson became more interesting when the instructors used various multimedia teaching tools rather than relying solely on textbooks.

From the literature, the following features of e-books are highlighted:

- Engagement and Interaction: Interactive e-books often include features like dialogic questioning, audio support, and interactive elements that encourage active participation. These features can

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prompt users to engage in conversations, ask questions, and respond, which are crucial for developing oral communication skills.

- **Auditory Feedback:** Many interactive e-books provide auditory feedback, which helps learners improve their pronunciation and speech patterns. Hearing the correct pronunciation and intonation can aid in better language acquisition and oral communication.
- **Enhanced Vocabulary:** By incorporating rich multimedia content, interactive e-books can introduce new vocabulary in context. This helps learners understand and use new words in their speech, enhancing their overall communication abilities.
- **Motivation and Confidence:** The interactive nature of these e-books makes learning more engaging and less intimidating. This can boost learners' confidence in using the language orally, as they feel more prepared and motivated to participate in conversations.
- **Real-time Practice:** Interactive e-books often include activities that require real-time responses, such as answering questions or participating in dialogues. This real-time practice is essential for developing quick thinking and spontaneous speaking skills.

Overall, interactive e-books provide a dynamic and supportive environment for learners to practice and improve their oral communication skills, making them a valuable tool in EFL learning.

To conclude, after reviewing some related studies (Zhang & Deng, 2004; Roslina, et al., 2013; Yang, Tseng, Liao, & Liang, 2013 and Kouis & Konstantinou, 2014), the researcher can draw the following:

- 1- Success of interactive e-books in EFL instruction.
- 2- Interactive e-books are very flexible and can be applied with many subjects and materials.
- 3- Oral communication skills in EFL can be developed through giving learners opportunities to talk, to interact, to participate, and to feel less anxious and more confident.

Considering the previous studies, the present study chose three most common domains in oral communication skills: speaking, listening, and social skills. Under each one, there are specific sub-skills that are shown in Appendix (#2).

Finally, the researcher found that there are many studies conducted on the field of oral communication skills in EFL and how to develop them, but

to the best knowledge of the researcher there is a paucity of studies conducted to develop oral communication skills in EFL through interactive e-books.

3. Method

Design

The study employed the one group pre-posttest design. Both quantitative and qualitative data were collected and analyzed.

Participants

An intact class of 4th primary pupils at Al-Zohor Academy (N=25) were randomly chosen to serve as the study group. They were almost at the same age and with the same English level. They participated in the experiment during the summer course of 2024.

Instruments

The present study utilized the following instruments to carry out the treatment:

- 1- The pre-post oral communication skills achievement test.
- 2- The analytic scoring rubric.
- 3- The participants' satisfaction questionnaire.

1) The Pre-Post Achievement Test

Description of the Test

The test included 3 sections: speaking, listening and social skills. In the following, each section is explained in further detail:

1- Section "A" Speaking:

In this section, there were four restricted response questions about various situations, namely reading a short story, performing a role play, talking about their favorite hobbies and describing their morning routines.

2- Section "B" Listening:

It included four tasks. The first task comprised Alternate Response questions. It consists of 10 items based on listening to sentences and then erasing the words mentioned in them. Regarding the second task, it was a TPR one. It included 10 actions to be done by the pupil. As for the third task, it was a matching question. It included 7 colors to be matched to their corresponding objects. The final task of this section was a True/False question, which contained 6 sentences.

3. Section "C" Social skills:

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Regarding this section, it is designed to assess and develop pupils' interpersonal abilities through interactive and reflective activities. Here's a breakdown of each component:

1. Attentive Listening

Task: Pupils pair up and share personal stories with each other.

Purpose: To practice active listening skills, such as maintaining eye contact, nodding, asking follow-up questions, and showing genuine interest.

Skills Developed: Focused attention, empathy, and respectful communication.

2. Empathy

Task: Read a story about a character facing a problem and discuss how the character might be feeling.

Purpose: To help pupils understand and relate to others' emotions and perspectives.

Skills Developed: Emotional awareness, perspective-taking, and compassionate responses.

3. Conflict Resolution

Task: Role-play a scenario where two pupils have a disagreement and need to resolve it.

Purpose: To teach constructive ways to handle disagreements and find mutually acceptable solutions.

Skills Developed: Negotiation, problem-solving, and respectful dialogue.

4. Building Rapport

Task: Participate in a "Getting to Know You" game where pupils ask each other questions to learn more about their classmates.

Purpose: To foster positive relationships and a sense of community within the classroom.

Skills Developed: Communication, curiosity, and social bonding (See appendix # 1).

Validity of the Test

To measure the content validity of the test, a panel of jury members evaluated each question in terms of content and level of covering all measured aspects of oral communication. The jury members asserted that:

- The test includes a wide range of speaking and listening skills: clarity, tone, confidence, adaptability, active listening, empathy, etc.
- Tasks are varied and realistic (e.g., role-plays, interviews, discussions).
- Social skills are also included, which are essential for real-world communication.

Thus, they established the validity of the test with minor modifications.

Reliability of the Test

To establish the reliability of the test, the test-retest method was used. It was administered to 20 pupils in a 4th year primary class at Al- Orman Language School, Giza Directorate.

After two weeks of the first administration, the researcher retested the same pupils. Then, the correlation between the two administrations was calculated using Spearman correlation coefficient which was 0.94. This is a high reliability coefficient.

Time of the Test

The optimum time was determined by computing the time spent by each pupil, then divided by their number. Thus, the time allotted for the three sections was 90 minutes.

2) The Analytic Scoring Rubric

The rubric (see appendix #3) was constructed in light of reviewing literature and previous studies concerned with scoring procedures (Dunbar & Kubicka-Miller, 2006; Stephenson, Johnson-Glauch, & Cruchley (2025).

Purpose of the Rubric

It was designed to assess the oral communication skills in the program included in both the pre-posttest and the formative assessment which followed each unit of the program.

Description of the Rubric

This Communication Skills Rubric is a structured assessment tool designed by the researcher to evaluate an individual's communication abilities across key domains: Speaking Skills, Listening Skills, and Social Skills. Each domain includes specific criteria rated on a scale from 1

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(Needs Improvement) to 4 (Excellent). Here's a breakdown of each section:

- **Speaking Skills**

Assesses how effectively a person conveys their message verbally.

Clarity: Measures how clearly and distinctly the person speaks.

Volume: Evaluates the appropriateness of voice volume.

Expression: Looks at the use of tone and body language to convey emotion or emphasis.

Vocabulary: Assesses the richness and variety of words used.

- **Listening Skills**

Focuses on how well a person receives and processes spoken information.

Attention: Gauges how attentively the person listens.

Understanding: Measures comprehension of the content.

Response: Evaluates the appropriateness and thoughtfulness of replies.

Following Directions: Assesses the ability to accurately and promptly follow instructions.

- **Social Skills**

Evaluates interpersonal communication and collaboration.

Cooperation: Measures teamwork and collaboration.

Respect: Assesses consistent respectful behavior toward others.

Empathy: Evaluates the ability to understand and share others' feelings.

Conflict Resolution: Looks at how effectively the person handles disagreements.

Validity of the Rubric

A panel of EFL jury was given the rubric to evaluate each item in terms of content and level of comprehension measured. Moreover, they were asked to evaluate the rubric in terms of correctness, arrangement, and number of items, and appropriacy for the participants. The rubric proved to be mostly valid as the jury approved most of its items.

Reliability of the Rubric

To ensure inter-rater reliability of the rubric, reliability coefficient was calculated using Spearman's Rank Difference Correlation. It was 0.91 which is a high reliability coefficient.

The Pupils' Satisfaction Questionnaire (see appendix #4)

This Satisfaction Questionnaire is a simple and child-friendly tool designed to gather feedback from primary school pupils about their experience using interactive books. It uses clear language and multiple-choice answers to make it easy for young learners to understand and respond. Here's a breakdown of its structure and purpose:

- Purpose

To evaluate how students feel about using interactive books in their learning, focusing on enjoyment, usability, engagement, comprehension, and future interest.

- Questionnaire Overview

- Enjoyment

"How much do you enjoy using interactive books?"

- Ease of Use

"Do you find interactive books easy to use?"

- Favorite Feature

"Which part of the interactive e-books do you like the most?"

- ✓ The animations

- ✓ The quizzes and games

- ✓ The stories and information

- Learning Support

"Do interactive books help you understand the subject better?"

- Future Use

"Would you like to use more interactive books in your classes?"

The questionnaire was designed by the researcher to have age-appropriate language, multiple-choice format for easy completion, and covering key aspects of the interactive book experience.

The Program

The program was intended to develop the pupils' oral communication skills at the primary stage. In designing the program, the researcher referred to literature and previous studies related to oral communication skills and the use of e-books. Namely, it contains not only texts and images but also audio, video, and interactive exercises. The interactive e-book used for this study was created using Adobe Acrobat DC software in PDF format which was integrated with learning videos and interactive exercises. The e-book was designed for the pupils to be able to see videos and do cognitive tests to measure their material understanding.

- To ensure the appropriateness and effectiveness of the interactive book program for primary pupils, a content

validation process was conducted collaboratively by two educators; the researcher and a lecturer of EFL curriculum and instruction.

– **Content Appropriateness**

The materials were reviewed to confirm that:

- The topics align with the curriculum standards for the target age group.
- The information presented is accurate, age-appropriate, and relevant to the learning objectives.
- The interactive elements (animations, quizzes, games) support and reinforce the educational content.

– **Display and Design**

The visual and interactive design were evaluated to ensure:

- The layout is clear, uncluttered, and engaging for young learners.
- Navigation is intuitive and accessible.
- Visual elements (colors, fonts, icons) are suitable for the developmental level of primary pupils.

– **Language Feasibility**

The language used in the program was assessed to verify that:

- Vocabulary and sentence structures are appropriate for the reading level of primary students.
- Instructions are simple and easy to follow.
- Feedback and prompts are encouraging and supportive.

Description of the Program

To give a full description of the program, aims, objectives, content and evaluation system are mentioned. Furthermore, the Teacher's Guide with its contents is described.

Aims

The program aimed at:

- 1- Creating a healthy learning environment where pupils can communicate orally in meaningful tasks via e-books content,
- 2- Enabling pupils to be responsible for their own learning, thereby establishing autonomous learners with high self-esteem, and
- 3- Developing pupils' oral communication skills.

Objectives

By the end of implementing this program, pupils should be able to:

Speaking Skills:

1. express clearly thoughts and ideas.
2. use the right tone and pitch to convey the message effectively.
3. speak with confidence to convey authority.

4. be brief to maintain your audience's attention.
5. tailor the message to fit the audience's needs.
6. use pauses strategically to give audience time to absorb the information.

Listening Skills:

1. be fully engaged and attentive.
2. interpret the speaker's body language, facial expressions, and other non-verbal cues.
3. let the speaker finish his/her thoughts without interruption.
4. give appropriate feedback.
5. Paraphrase the speaker's talk.
6. ask relevant questions.

Social Skills:

1. pay full attention to the speaker.
2. share the feelings of others.
3. handle disagreements and conflicts in a constructive manner.
establish a connection with others through small talk, showing genuine interest, and finding common ground.

Content

The program comprised two units, with four lessons each. The first unit "My own world" includes: House, family, school, and park. On the other hand, the second unit "Our big universe" contains topics about the big universe, like earth, environment and planets.

Teacher's Guide

The program had a Teacher's Guide. The Teacher's Guide included the following:

- Introduction to oral communication skills to provide the teacher with appropriate background.
- Objectives of each unit.
- Procedures for teaching oral communication skills via e-books.
- Home assignments.
- Procedures for implementing each activity.
- A project in which the pupils were involved at the end of the program (see appendix # 5).

Evaluation

With respect to the evaluation system employed in this program, it was composed of both formative and summative evaluation.

Formative evaluation aimed at assessing the pupils' progress and providing necessary feedback on the pupils' performance during the implementation of the program. This type of evaluation was conducted in the form of speaking, listening, reading and writing assessment tasks that followed each unit of the program.

On the other hand, a summative evaluation was conducted at the end of the program. It was represented in the administration of the pre-posttest.

Implementation of the Program

To pave the way for the implementation of the program, the researcher got acquainted with every pupil in the summer course. The researcher attended all the other classes in the course with the class teacher and interacted closely with pupils involved in the experiment. During that phase, the researcher piloted some activities. Doing this enabled the researcher to find out whether the designed activities would be attractive or not. The implementation of the program occurred in the summer course of El-Zohor Academy in 2024. The experiment started on the 9th of June 2024, and ended with the project celebration on the 9th of August 2024.

Results

In analyzing the data, the researcher utilized quantitative and qualitative analysis. In quantitative analysis, non-parametric statistical tests were applied. For Wilcoxon t- test, the null hypothesis states that there is no difference between the two treatments being compared (Gravetter & Wallnau, 1985; Abou – Hattab and Sadik, 1991).

Quantitative Results and Discussion

- Results of the pre- post test
- Comparing the Pre-Post test Results

To verify the first null hypothesis of the present study which stated:

- (1) *“There would be no statistically significant difference at the level 0.05 between the total scores of participants in the pre and post administration of the Test in favor of the post administration”*

the Wilcoxon t- test for matched groups was used. The data for this test consisted of the difference scores from the repeated measures. Then, these differences were ranked from smallest to largest without regard to the signs. This is demonstrated in the following table:

Table (2)
Wilcoxon *T*- test Scores of the Participants
in the Pre and Post Administration of the Test

Student ID	Pre-test Score	Post-test Score	Final Grade	Progress (Pre-test to Post-test)	Rank
Student 1	30	42	60	12	17
Student 2	48	57	60	9	13.5
Student 3	41	55	60	14	25
Student 4	45	57	60	12	15
Student 5	48	53	60	5	16
Student 6	34	47	60	13	22
Student 7	41	49	60	8	18.5
Student 8	49	42	60	-7	20.5
Student 9	37	48	60	11	18.5
Student 10	37	42	60	5	9.5
Student 11	44	46	60	2	9.5
Student 12	43	43	60	0	1
Student 13	33	55	60	22	23.5
Student 14	40	56	60	16	11.5
Student 15	36	54	60	18	23.5
Student 16	43	45	60	2	4.5
Student 17	33	48	60	15	13.5
Student 18	48	43	60	-5	4.5
Student 19	41	54	60	13	4.5
Student 20	44	48	60	4	2
Student 21	43	44	60	1	11.5
Student 22	36	57	60	21	20.5
Student 23	47	46	60	-1	7.5
Student 24	43	50	60	7	4.5
Student 25	34	50	60	16	7.5

Considering the data shown in the above table, the sum of the ranks for negative differences (ΣR^-) was 0, whereas ΣR^+ for positive differences

was 325. The test statistics, often called t , is the *smaller* of the two values- in this case, 0. Thus, the Wilcoxon t for these data was 0.

But in this study the number of pairs was greater than 25, so a normal-curve approximation for the Wilcoxon test was used as follows:

$$m t = \frac{N(N+1)}{4}$$

$$s t = \frac{N(N+1)(2N+1)}{24}$$

Given those two values, the statistics

$$Z = \frac{t - m t}{s T}$$

is approximately distributed. Since the computed value of t was 325, the critical value was calculated following these steps:

$$m t = \frac{25(25+1)}{4} = 162.5$$

$$s t = \frac{25(25+1)(2 \cdot 25+1)}{24} = 37.2$$

and then

$$Z = \frac{325 - 162.5}{37.2} = 4.3$$

Thus, Z is larger than 2.58 (i.e., the critical value in the normal distribution). This provides evidence for real differences between the two measures at 0.01 level. These differences were in favor of the post administration of the Test.

Hence, significant differences between the scores of both administrations were found in favor of the post administration. Therefore, the first null hypothesis was rejected and the alternative one which stated:

“There would be a statistically significant difference at the level 0.05 between the total scores of the participants in the pre and post administration of the Test in favor of the post administration”

was verified and accepted.

To verify the second null hypothesis of the present study which stated:

“There would be no significant difference at the level 0.05 between the total scores of participants in the pre and post administration of each section of the Test in favor of the post administration”

Thus, a number of Wilcoxon t-tests were conducted to investigate the differences between the total scores of the experimental group on the pre and post administration of each section of the test. The results are presented in the following table.

Table (3)

Comparisons (Wilcoxon t-tests) between total scores of the pre and post administration of each section of the test

Test section		No. of pupils	ΣR	t - value	t - table (2-tailed)
"A" Speaking	Pre-post	25	$\Sigma R+ = 66$ $\Sigma R- = 0$	0	5 at 0.01
"B" Listening	Pre-post	25	$\Sigma R+ = 66$ $\Sigma R- = 0$	0	5 at 0.01
"C" Social skills	Pre-post	25	$\Sigma R+ = 66$ $\Sigma R- = 0$	0	5 at 0.01

Table (3) demonstrates the t-values for each section of the test. Regarding section "A" Speaking, the obtained t was 0, which was significant at .01 level as it was smaller than the tabulated-t. This proves that significant differences between the participants total score on the pre and post administration of section "A" Speaking was found in favor of the post-test. For section "B" Listening, the t-value (0) was also statistically significant at .01 level of confidence. Hence, significant differences between the scores of both tests were proved in favor of the post-test. Likewise, the t-value for the third section was significant at .01 level of confidence.

Based on the above findings, the second alternative hypothesis of the present study

"There would be significant differences at the level 0.05 between the total scores of participants in the pre and post administration of each section of the Test in favor of the post administration"

was supported and verified.

This confirms that the differences shown between both tests in favor of the post one was due to the treatment which the participants were exposed to.

The Effectiveness of the Present Program

To verify the effectiveness of the present program in developing student oral communication skills, Black's equation was used as follows:

$$\text{Modified gain ratio} = \frac{Y - N}{M - X} + \frac{Y - X}{M}$$

Where:

X = The mean scores on the pre-test.

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M = The final mark of the test (Maximum score)

Y = The mean scores on the post-test.

The results of applying the above formula are shown in the following table.

Table (4)

Effectiveness of the Program

Mean scores Pre-test	Mean scores Post-test	Maximum test score	Gain ratio
32.5	114.4	100	1.47

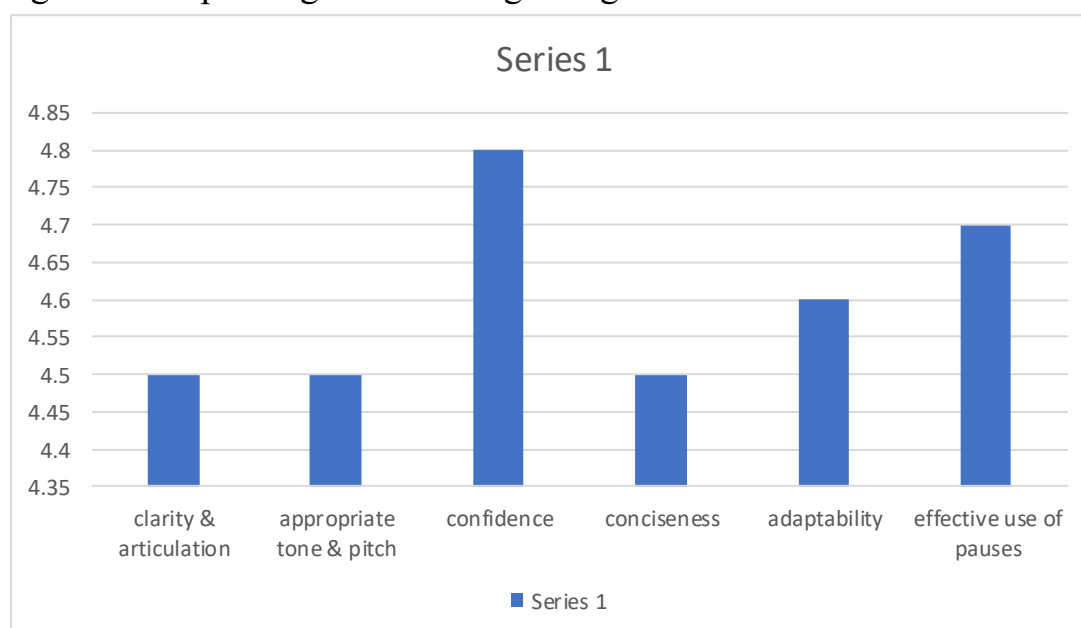
Table (4) demonstrates that the gain ratio that the participants obtained was satisfactory as it was more than 1. So, these findings show that the present program was effective in developing the participants' oral communication skills. Accordingly, the third null hypothesis was rejected, whereas the alternative hypothesis that stated:

"The suggested program has effectiveness in developing the oral communication skills of primary pupils"

was proved and accepted.

Results of the Rubric concerning each skill

Figure one: Speaking Skills average Progress



In the above figure, pupils showed significant improvement in clearly expressing their thoughts and ideas as well as they improved in using the right tone and pitch to convey their messages effectively.

As for confidence, there was a notable increase in pupils' confidence while speaking. This was observed by the researcher and reflected through their responses through the questionnaire. This confidence led to conciseness in pupils' communication. During the study, the participants' oral communication developed from being verbose to concise.

Also, pupils' tailoring their messages had been improved to fit the audience and context. Most of the pupils used pauses more effectively to emphasize points and give the audience time to absorb information.

Figure Two: Listening Skills average Progress

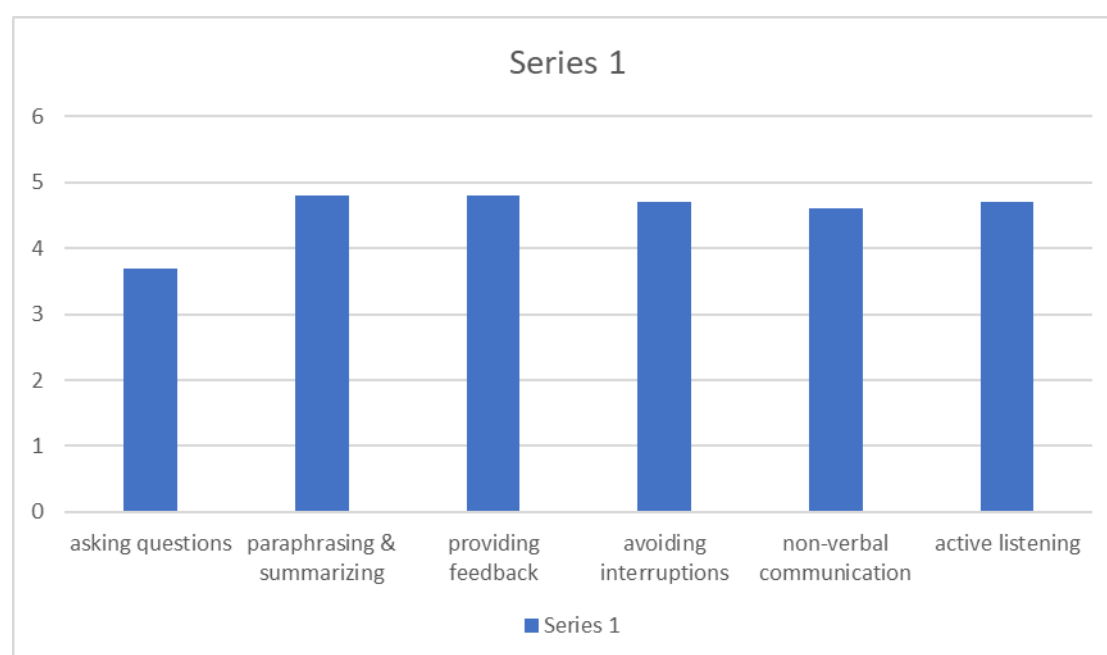


Figure # 2 showed significant improvement in asking relevant questions to clarify doubts.

Pupils became better at repeating back what was said in their own words to ensure understanding.

Pupils improved in giving appropriate feedback to show engagement.

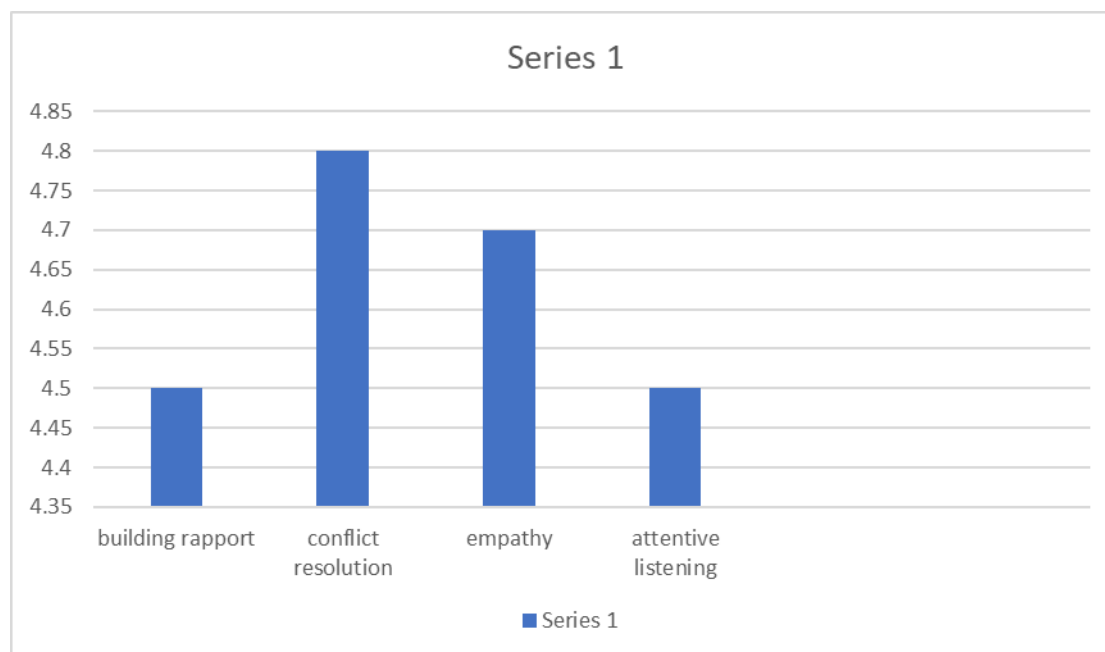
Pupils learned to let speakers finish their thoughts without interrupting.

There was a significant improvement in pupils' ability to observe and interpret non-verbal cues.

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As for active listening, they showed significant improvement in fully concentrating, understanding, and responding to what is being said.

Figure Three: Social Skills average Progress



As shown above, pupils improved in establishing connections with others through small talk and finding common ground. Also, they became better at handling disagreements and conflicts constructively. This may be attributed to the significant improvement in understanding and sharing the feelings of others. All the above-mentioned improved social skills had led to paying full attention to the speaker and understanding their message gradually during the study.

The analysis indicates that the intervention had a significant positive impact on the pupils' speaking, listening, and social skills. Each skill category showed notable improvements, suggesting that the interactive e-books were effective in enhancing these skills. To sum up, the quantitative results of this study showed that there is a statistically significant difference between the mean scores of the participants in the pre-posttest in favor of the post one. The current study asserted the importance and impact of using interactive books for practicing oral communication skills.

The post-intervention results showed marked improvements across all assessed communication domains, indicating that the interactive features of the e-books—such as animations, quizzes, and engaging narratives—effectively supported the development of oral communication. These results affirm the educational value of integrating interactive digital tools into language learning environments. The interactive books not only enhanced pupils' engagement and motivation but also provided meaningful opportunities for practicing real-life communication in a supportive and stimulating context. Moreover, the study highlights the importance of multisensory learning experiences in early education. By combining visual, auditory, and kinesthetic elements, interactive books cater to diverse learning styles and help bridge gaps in understanding and expression.

Qualitative Analysis:

Conducting a study on the effectiveness of interactive e-books on enhancing oral communication skills for EFL primary pupils presented several pros and cons that had been encountered:

➤ Pros.....

1) Engagement and Motivation

Using interactive e-books kept young pupils engaged and motivated consistently. Incorporating gamification elements and interactive features within e-books to make learning fun and engaging was very helpful. Also, rewards and recognition were utilized to motivate pupils. Pupils were regularly involved in setting personal goals and tracking their progress.

2) Measuring Soft Skills

The interactive e-book facilitated assessing improvements in soft skills like confidence, empathy, and adaptability. Pupils were able to use validated and reliable assessment tools to measure improvements in soft skills.

➤ Cons...

1) Technological Accessibility

Ensuring all pupils have access to the necessary technology (e.g., tablets, computers) and a stable internet connection was one of the big challenges. Limited access affected participation and the consistent use of interactive e-books. To overcome this, the

researcher tried to implement offline access options for interactive e-books to accommodate pupils with unstable internet connections.

2) Varied Learning Styles and Language Proficiency Levels

Pupils had different learning paths and styles, which affected how they interacted with the e-book. This variability made it challenging to measure the effectiveness of the e-book uniformly across all pupils. This is why, a combination of qualitative and quantitative data collection methods was applied to gather comprehensive information.

Also, pupils had varied levels of English language proficiency. This variability made it challenging to attribute improvements solely to the use of interactive e-books. To overcome this, additional support and resources were provided to pupils with lower proficiency levels.

3) Ethical Considerations

Obtaining informed consent from parents and ensuring the ethical treatment of young pupils during the study was necessary to create a safe and supportive environment for pupils during data collection.

By addressing these challenges, this study might provide more accurate and meaningful insights into the effectiveness of interactive e-books in enhancing oral communication skills for EFL primary pupils.

Both quantitative and qualitative results showed that after using the interactive e-book, the oral communication learning outcomes have been achieved. The results could be attributed to the activities incorporated in and features of the e-book units such as increasing pupils' motivation. This is revealed in the pupils' responses, through the questionnaire, as follows:

How much do you enjoy using interactive books?

- **A lot:** "They make learning so fun. "

Do you find interactive books easy to use?

- **Yes, very easy:** "Yes, they are very easy to use. "

Which part of the interactive e-book do you like the most?

- **The animations:** "I love animations. It made me happy."
- **The quizzes and games:** "The quizzes and games are fun. They help me to learn."

- **The stories and information:** "I enjoy the stories. They learn a lot."

Do interactive books help you understand the subject better?

- **Yes, a lot:** "Yes, the e-book help me in the subject. i like awi."

Would you like to use more interactive books in your classes?

- **Yes, definitely:** "Yes, i love to use in my class. They make me happy."

These example responses reflected the pupils' enthusiasm and appreciation for using the interactive e-book, highlighting the engaging content which enhanced learning. The researcher kept their responses in the real version of the writings.

Discussion

Both the obtained quantitative and qualitative results could be due to several features of the intervention. Notable among these are:

- **Personalized Learning:** Interactive e-books can adapt to the individual needs of students, providing personalized learning experiences that cater to different learning styles. This goes with the results of Sung, Hwang, Chen and Liu's (2022) study.
- **Immediate Feedback:** The interactive elements of e-books allow for instant feedback, helping pupils to identify and correct mistakes in real-time. This is also in line with the results obtained by Yang, Tseng, Liao, & Liang study in 2013.
- **Accessibility:** E-books could be accessed from various devices, making learning more flexible and accessible for all students.
- **Increased Engagement and Motivation:** The multimedia elements of interactive e-books, such as animations, quizzes, and games, can make learning more engaging and enjoyable for pupils. This increased engagement can lead to higher motivation and better learning outcomes. This is in line with that of Asrowi, Hadaya and Hanif, (2019).
- **Enhanced Teacher Effectiveness:** Interactive e-books served as valuable tools for teachers, providing them with innovative ways to present material and engage students. This enhanced the overall effectiveness of teaching and improve student outcomes.
- **Development of 21st Century Skills:** The use of interactive e-books helped pupils develop essential 21st-century skills, such as digital literacy, critical thinking, and problem-solving. These skills are crucial for success in the modern world and can be effectively nurtured through interactive learning tools.

Also the study results are in line with those of Zhang & Deng (2004); Aloraini, (2012); Hsiao, Tiao, & Chen (2016) which underscored the effect of e-book on increasing pupils' motivation. The lesson became

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more interesting and attractive as the teacher used a variety of multimedia teaching tools rather than just textbooks. Using multimedia is effective to help learners to orally communicate. The communication outcomes are far better achieved by the participants in the interactive e-book group than those who used PowerPoint. The results are also supported by the research from Candra & Irianto (2016) in their study that showed the students' learning outcomes by applying the contextual learning model using e-books are better than those by applying the contextual learning model using handouts.

In addition, the results are aligned with Liu Xiaohui's (2023) findings which pointed to the significant impact of online interactive teaching that improved English oral proficiency. One more study conducted by Ashry et al. (2023) found that e-learning platforms significantly enhanced English oral communication skills among education students, pointing to the effectiveness of Interactive e-books, as part of e-learning platforms on developing both listening and speaking skills.

Conclusions

Finally, consistent findings across multiple studies underscore the effectiveness of interactive e-books in enhancing oral communication skills. These tools not only engage pupils more effectively but also provide a dynamic and interactive learning environment that traditional methods lack. These digital tools go beyond traditional instructional methods by offering multimodal, learner-centered experiences that actively engage students in the learning process. By integrating multimedia elements, interactive e-books make learning more engaging and effective, leading to superior learning outcomes.

The integration of animations, audio narration, interactive quizzes, and gamified elements creates a dynamic environment where learners are not passive recipients of information but active participants. This interactivity fosters greater motivation, sustained attention, and deeper cognitive processing, all of which are critical for language acquisition and communication development.

The statistically significant improvements observed in speaking, listening, and social skills suggest that interactive e-books not only support language learning but also enhance collaborative and interpersonal competencies. Pupils were more willing to express themselves, engage in dialogue, and participate in group activities—skills that are foundational for both academic success and social development.

Moreover, the accessibility and adaptability of interactive e-books make them particularly effective for differentiated instruction. They can cater to diverse learning styles and needs, offering visual, auditory, and kinesthetic stimuli that help bridge learning gaps and support inclusive education.

Recommendations

Based on the findings of this study, here are some recommendations for teachers and curriculum designers to further enhance the effectiveness of using interactive e-books in improving oral communication skills for EFL primary pupils:

For Teachers

- Offering professional development programs for teachers to ensure they are well-equipped to use interactive e-books effectively in their classrooms.
- Developing a variety of multimedia elements, such as animations, quizzes, games, and videos, to make learning more engaging and dynamic.
- Implementing features in interactive e-books that provide immediate feedback and continuous assessment to help teachers track pupils' progress and identify areas for improvement.
- Encourage the use of interactive e-books in group activities and collaborative projects to foster communication and teamwork skills among pupils.

For Curriculum Designers

- Schools should incorporate interactive e-books as a regular part of the curriculum to provide pupils with engaging and effective learning tools.
- Schools and educational institutions should ensure that all pupils have access to the necessary technology, such as tablets or computers, and a stable internet connection.
- Adaptive features of interactive e-books should be utilized in the curriculum to provide personalized learning paths that cater to individual needs and learning opportunities of pupils.

By implementing these recommendations, teachers and curriculum designers may maximize the benefits of interactive e-books in enhancing oral communication skills of EFL primary pupils. These tools offer a dynamic and engaging learning experience that can significantly improve learning outcomes and prepare pupils for success in their future practices.

Suggestions for Further Research

The following suggestions for further research seem pertinent:

1. **Comparative Studies:** Investigate the effectiveness of interactive e-books compared to other digital tools, such as language learning

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apps or virtual reality, in enhancing oral communication skills for EFL primary pupils.

2. **Longitudinal Studies:** Conduct long-term studies to assess the sustained impact of interactive e-books on oral communication skills over several academic years.
3. **Teacher Training:** Explore the role of teacher training in the effective implementation of interactive e-books and their impact on student outcomes.
4. **Student Engagement:** Examine how different interactive features (e.g., audio, video, interactive quizzes) within e-books influence student engagement and motivation in learning oral communication skills.
5. **Parental Involvement:** Investigate the impact of parental involvement in using interactive e-books at home on the development of oral communication skills of EFL primary pupils.

These suggestions may help broaden the scope of research in this field and provide deeper insights into the various factors that influence the effectiveness of interactive e-books in enhancing Egyptian pupils' oral communication skills.

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