Utilizing a Strategy Based on Interactive Reading Approach to Develop EFL Secondary School Students' Oracy Skills

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Abstract

The current study aimed at developing the EFL secondary school students' oracy skills using a strategy based on interactive reading approach. The study adopted the quasi-experimental design. The sample of the research was forty first year secondary school students. They were selected from Esam Qura Secondary School in the school year 2022-2023: (20 students for the control group and 20 students for the experimental group). The researcher designed a checklist, a pre-post Oracy Test and rubric. The experimental group was taught by the use of a strategy based on interactive reading approach whereas the control group was taught by the use of regular instruction. The obtained data were analyzed using the Statistics

Package for Social science (SPSS Ver 26). The study results revealed that there was a statistically significant difference at (0.5) between the mean scores of the experimental group in the pre-post administration favoring the post administration. Moreover, it could be concluded that the interactive reading approach was effective in developing oracy skills.

Key words: Oracy skills, Interactive reading approach, EFL.

استخدام استراتيجية تستند إلى مدخل القراءة التفاعلية لتنمية المهارات الشفاهية باللغة الإنجليزية كلغة أجنبية لدي طلاب المرحلة الثانوية

الملخص :

هدفت الدراسة الحالية إلى تنمية المهارات الشفاهية باللغة الإنجليزية كلغة أجنبية لدي طلاب المرحلة الثانوية باستخدام استراتيجية تعتمد على مدخل القراءة التفاعلية. طبقت الدراسة الحالية علي عينة من طلاب الصف الأول الثانوي تم اختيارهم من مدرسة قورة عصام الثاوية المشتركة للعام الدراسي ٢٠٢٢– ٢٠٢٣: تتكون العينة من مجموعة من الطلاب عددهم أربعون طالبا وتم تقسيمهم إلي مجموعتين (٢٠ طالباً للمجموعة الضابطة ودرست وفقا للطريقة التقليدية و ٢٠ طالباً للمجموعة التجريبية ودرست وفقا لمدخل القراءة التفاعلية). قامت الباحثة بتصميم اختبار لقياس المهارات الشفاهية باللغة الإنجليزية وتم تطبيقه علي كلا من المجموعتين قبليا وبعديا للوصول إلي مدي دلالة الفروق بين متوسطات الدرجات للمجموعتين الضابطة والتجريبية ، مفتاح تصحيح لكلا من الإختبارين . تم تدريس المجموعة التجريبية باستخدام إستراتيجية تعتمد على مدخل القراءة التفاعلية بينما تم تدريس المجموعة الضابطة باستخدام الطريقة العادية. تم تحليل البيانات التي تم الحصول عليها باستخدام المجموعة الإحصائية للعلوم الاجتماعية SPSS الإصدار ٢٦). أوضحت نتائج الدراسة وجود فروق ذات دلالة إحصائية (٠,٥) بين

متوسطات درجات المجموعة التجريبية لصالح الإختبار البعدي عن أقرانهم من المجموعة الضابطة. مما تبين فاعلية استخدام مدخل القراءة التفاعلية في تنمية المهارات الشفاهية.

حاولت الباحثة ضبط بعض المتغيرات للتأكد من تساوي المجموعتين التجريبية والضابطة. هذه المتغيرات هي:

- الصف: كان جميع الطلاب في الصف الأول الثانوي.
- المستوى الأكاديمي: يتعلمون اللغة الإنجليزية كلغة أجنبية منذ تسع سنوات.
- مستوى التحصيل الشفهي: لم يكن هناك فرق ذو دلالة إحصائية بين المجموعتين في الاختبار القبلي.

الكلمات المفتاحية : المهارات الشفاهية ، القراءة التفاعلية ، اللغة الانجليزية .

1. Introduction

In real – life communication, people use a variety of language skills: listening, speaking, reading and writing. When people learn their native language, they usually listen first, then speak, then learn to read, and finally to write. These are called the four language skills. People develop the language skills that help them become good listeners and good speakers as well.

Oracy skills are considered one of the most important skills that should be developed for students. These abilities enable them to comprehend the spoken and listened language, allowing them to communicate in a simple and clear language.

Oracy is a term that refers to a person's ability to communicate properly. Oral language is, at its most fundamental level, a means of communicating with each other. It requires teachers and students to consider the type of spoken English they use carefully and purposefully to speak with confidence, appropriateness, and sensitivity. Andrew Wilkinson, a British researcher and educator, created the term "oracy" in the 1960s. Literacy and numeracy were used to create the word. The goal was to pay attention to the mispricing of oral skills in schools (Millard, 2018).

Oracy skills improve self-confidence, self-awareness, empathy and resilience, among other social, emotional, and interpersonal abilities (Gaunt, 2018). Having the oracy skills and confidence to speak up and believe in one's sense of pleasure and well-being, as well as prevent loneliness that comes from a sense of being ignored (Omachonu& Akanya 2019). Millard (2018) described that if you teach kids to speak, you give them a chance to have their voice heard, and you give them the power not to be ignored.

Oracy helps students process their thinking and the ideas of others inspire them to make connections and come up with new understanding (Lifford et. al, 2000). Indeed they are the base for the other language strands. Therefore, oracy skills are central components of the English language curricula for they provide the basis for growth in reading and writing abilities as well as vocabulary development.

Riley, J., Burrel, A&MC Callum,B(2004) for example pointed out that there is a positive correlation between oral

language competence and the social intellectual success . In this sense, the competencies and the comprehension of spoken language are the keys to being able to learn effectively and succeed in life.

Wood (2013) says that, the fact that teachers rarely leave students more than a second to respond to a question once posed, this doesn't really give them time to formulate much of a verbal response! So it's something that all teachers need to consider.

Wood (2013) stated the importance of oracy as following:

- It helps students formulate their ideas into clear thought.
- It helps improve accuracy in written work, especially grammar.
- It builds confidence as confident speakers are confident people.

There are many activities that teachers can apply to accomplish speech development goals as "news sharing; telling them simple stories, and asking them to tell stories; Reading aloud to them and inviting their reaction to stories read; Talking about pictures; Retelling- listening and retelling stories; Pairs of pupils or small groups with one student telling a story; Members of a group are allocated tasks and each having to explain his / her responsibilities and tasks to others; Engage students in conversation throughout the day" (Oyetunde and Muodumogu , 1999, pp. 14-15).

In Egypt, where English is taught as a foreign language, more emphasis is laid on teaching reading and writing with few opportunities left for teaching oracy. So many studies were conducted in this field.

(Mohammed, 2018) aimed at developing some EFL oracy skills for Preparatory stage students by using an integrative strategy based on community language learning, audiolingualism, direct and the Total Physical Response. The Findings of the study revealed that the integrative suggested strategy resulted in a positive effect on improving oracy skills (listening and speaking skills) for preparatory stage students.

(Helal, 2017) aimed at developing some of the EFL Listening comprehension and speaking skills of the sixth year primary pupils by using an interactive strategy based on(Total Physical Response , *Role – play and Simulation)*

This encourages the researcher to propose a strategy based on interactive reading approach to develop oracy skills (listening and speaking for secondary school students.

The researcher conducted a pilot study on a sample of 30 students of first year secondary school students at Esam Qura Secondary School. She designed oracy test and to measure the students' oracy skills.

The interactive models suggest that readers that should combine bottom-up (text derived) and top-down processes (meaning derived) to decide the meaning of a text. Moreover, the term interactive describes two characteristics. First, it can refer to the interaction between top-down and bottom-up

processes. Second, it can refer to the interaction between the text and the reader (Konza, 2006; Gunderson, 2009; Graesser, McNamara & Luowerse, 2013). Interactive models require fast and efficient word recognition, background knowledge, and inferencing and predicting what will happen in the text. The simultaneous processing of syntactic information (word order within sentences), semantic information (related to message construction), orthographic information (related to visual input), and lexical information (word knowledge) allows for higher level and lower-level processes to mutually interact during the reading process in ways that are neither exclusively "bottom-up" nor "top-down" (Morrow, 2006; Hedgcock & Ferris, 2009; Hoffman, 2009; Grabe & Stoller,2013; Chodkiewicz,2016).

Grabe (1988, cited in Jin 1993: 12) explains that the reading process is not simply a matter of extracting information from the text. Rather , it is " one in which the reading activates a range of knowledge in the reader's mind that he or she uses , and that , in turn may be refined and extended by the new information supplied by the text.

The interactive model, according to Alyousef (2005) referred to reading as an interactive process between the reader and the text and emphasizes on automaticity or reading fluency. In this model, there is an interaction between the reader and the text to generate meaning by using some types of knowledge such as linguistic or universal knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Esky (1997) proposed that the interactive model of reading means that readers must be skillful at both bottom-up

processors of texts by being able to transfer the language in the text into information and 'top-down' processors by connecting these new information to their previous knowledge to create meaning for the text. This model also tells us that competent readers do these two things at the same time: they decode and comprehend as they read.

Grabe (2009:15) noted that reading is an interactive process working together at the same time. There is also interaction between the writer and the reader via text.

When constructing the meaning, the reader brings a wide variety of experiences and background knowledge to the text which includes different information that the author wants the reader to understand. In this way, the reader actively constructs the meaning through dynamic interaction among reader's prior knowledge, the text being read, and the reading situation.

Adams (2004) asserted that interactive reading theory goes beyond the text being read. The reader's interaction with the text is greatly emphasized. First, the reader attempts to determine the author's purpose for writing the text, then he/she identifies how the author uses the text in order to convey the message to the reader. Finally, the reader constructs the meaning from the written material, making connections to his/her pervious knowledge. According to Adams, the interactive theory of reading includes four processors.

According to some scholars, such as Lane and Wright (2007), The interactive read aloud is based on three essential understandings, encouraging the student to become an active listener during book reading, providing feedback that models more sophisticated language, and challenging the student's knowledge and skills by raising the complexity of the conversation to a level just above the student's current ability. In the interactive strategy, particularly the quality of the teacher's language that they share with their students and the books they read aloud, are strongly related to their student's language development.

Interactive read aloud clearly has many benefits when teachers and students interact and discuss texts. As students listen to stories being read aloud, the gain new words, begin to figure out how letters and sounds are related (phonological awareness), and learn how words are conceptually related (Biemiller & Boote, 2006). It means the more words students know, the more they are involved and engaged with the stories, and the more likely they become successful readers, ultimately, the enhanced vocabulary that students acquire through an interactive read aloud aids their ability to be independent readers and learners. Furthermore, students who are stimulated, routinely read, engaged and asked about books will thrive and be successful in school. Providing students strong literacy education in the early years leads to better outcomes later on.

Grabe (2004) pointed out that the interactive model stresses two important related characteristics of the reading comprehension process. It entails the interaction of both text-

driven processes (bottom-up) and knowledge-construction processes (top-down) which are involved in reading comprehension. These two types of processes work together and influence each other during comprehension. Text-driven processes include those relating to linguistic processes, i.e. orthography, recognizing words, lexicon, syntactical structures, morphology, and text structure. Knowledge-construction processes rely on readers' integration of different types of prior knowledge to interpret the text. EFL readers therefore, have the opportunity to construct meaning according to their personal styles and preferences. Thus, reading comprehension involves the continuous integration of information from what is found in the text itself and what the reader brings to it in order to construct a coherent presentation of the text.

Context of the problem

The researcher informally interviewed some students in the secondary stage and found that they suffer from weakness of their oracy skills in English and having reviewed some studies in the Egyptian context, she found that:

1. The students do not have enough motivation to practice English in the class.

2. Most of them are too shy and afraid of taking part in the conversation.

3. They have problems in expressing their ideas orally.

Statement of the problem

The problem of the present study can be stated in the following statement:

"Secondary school students have weak oracy skills (listening and speaking

The nature of this stated problem urges teachers of English to utilize various methods to facilitate learning oracy skills. The researcher proposed a strategy based on an interactive reading approach to develop the EFL Secondary school oracy skills.

Questions of the study

More precisely, the study addressed the following main question:

How can a strategy based on interactive reading approach help first year secondary school students develop their oracy skills?

In order to answer the main question above, the following sub-questions could be raised:

1. What are the target oracy skills for first year secondary school students?

2. What are the features of a strategy based on interactive approach that may develop the secondary stage students' oracy skills?

3. To what extent is the suggested strategy effective in developing such skills?

Aims of the study

This study aims to:

Develop oracy skills for EFL first year Secondary school students.

Significance of the study

Results of the current study would hopefully help the following:

1-The EFL secondary students:

1. It may enable them to develop their oracy (listening and speaking) skills.

2. It may raise their motivation to participate with each other, making sure of their positive interaction and participation with the teacher within the classroom giving them conversations and dialogues.

2- Teachers of English:

1. Presenting suitable instruments to measure EFL first year Secondary School Students' oracy skills.

2. They would be provided with new methods of teaching oracy skills (listening and speaking) interactively.

Delimitations of the study:

This study was delimited to following:-

1. A group of first year secondary school students from Esam Qura Secondary Co-school.

2. Some EFL oracy skills students for the first year secondary school students.

3. A strategy based on interactive reading approach.

4. Aduration of times 3 months.

Research design

The researcher adopted the quasi experimental design of two groups. Participants of the study were assigned as experimental and the control groups. Before and after the experiment, both group were administered the pre-post test of oracy skills.

Instruments

1. An oracy skills checklist prepared by the researcher

2. A pre- post oracy test prepared by the researcher

3. A rubric for analyzing scores
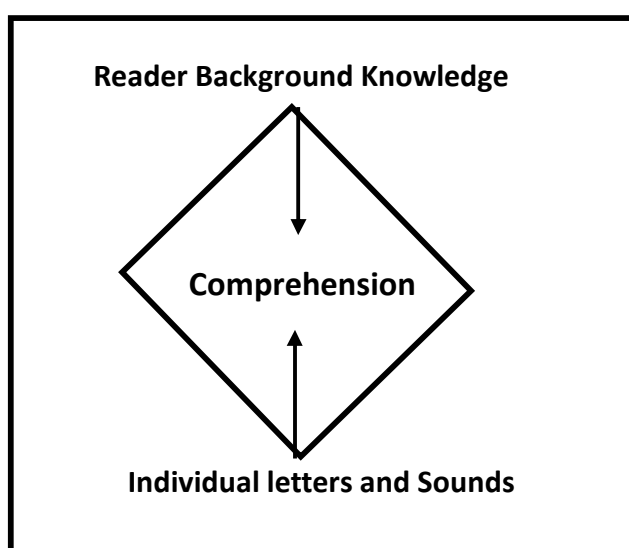
Definition of terms

Oracy skills

(Harvey, 1968, p.3) defined oracy as "the general ability in the skills of speaking and listening ". Oxford dictionary (2016) defines the word oracy as the ability to express oneself fluently and grammatically in speech and the ability to use spoken language effectively across a wide range of situations.

The operation definition of oracy

Oracy skills can be operationally defined as: the ability which enables the learner to listen attentively, understand and express spoken language.

Interactive reading

Anderson (2003) proposed that the interactive model of reading is a combination of both top-down and bottom-up processing. It is the most comprehensive description of the reading process, and is usually used in a successful teaching methodology. This model can be presented in this figure:

Figure (1)
Interactive reading approach to reading (Anderson, 2003)

The operational definition of interactive approach

It is a reading process which emphasizes the interaction between textual information (what is on the written page) and prior knowledge (what the reader brings to it) simultaneously to help students perceive meaning from a text. Thus, bottom –up and top-down processes work together in order to facilitate comprehension.

The oracy skills test

The purpose

The test was designed to assess the participants' EFL oracy skills before and after the treatment. As a pre-test, it aimed to make sure that students of both groups have almost the same academic level before the treatment. As a post-test, it aimed to determine whether or not the interactive reading approach was effective in developing the treatment group's EFL oracy skills.

Description of the test

The final form of the oracy skills test according to the jury's suggestions consists of seven questions focusing on (1) using context to predict, (2) responding to simple requests, (3) guessing information, (4) initiating, developing, and terminating speech, (5) giving a short oral presentation on familiar topics, (6) using grammatical structures correctly in oral discourse, and (7) using different kinds of sentences properly.

Test validity

It is commonly known that the test must measure what it is supposed to measure. Therefore, the researcher had to submit the oracy skills test to a TEFL jury to evaluate each question in terms of:

a) The appropriateness of tasks measuring oracy sub-skills.
b) The appropriateness of tasks to the students' level.
c) The suitability of test content (picture, topics, words) the students' level.
d) The sufficiency of items' number to measure the intended oracy skills.

The validity of the test was measured by Internal Consistency by correlation coefficient between the questions score and the

total result of the test by using the (SPSS Ver 26) program, as shown in table (2).

Table (1) Correlation coefficient between the questions score and the total   result of the test

N	correlation coefficient	Significance level	N	correlation coefficient	Significance level
1	0.608	0.01	21	0.589	0.01
2	0.589	0.01	22	0.627	0.01
3	0.569	0.01	23	0.593	0.01
4	0.644	0.01	24	0.628	0.01
5	0.607	0.01	25	0.595	0.01
6	0.594	0.01	26	0.661	0.01
7	0.588	0.01	27	0.648	0.01
8	0.672	0.01	28	0.607	0.01
9	0.599	0.01	29	0.586	0.01
10	0.574	0.01	30	0.591	0.01
11	0.612	0.01	31	0.629	0.01
12	0.627	0.01	32	0.609	0.01
13	0.578	0.01	33	0.589	0.01
14	0.634	0.01	34	0.599	0.01
15	0.609	0.01	35	0.666	0.01
16	0.582	0.01	36	0.621	0.01
17	0.627	0.01	37	0.647	0.01
18	0.618	0.01	38	0.599	0.01
19	0.587	0.01	39	0.589	0.01
20	0.658	0.01	40	0.666	0.01

As shown in table (2) there is a relation correlation between the questions score and the total result of the tes tat Sig. level (0.01) that a high validity of the test. That indicated a high internal consistency of the test

The test proved to be a valid one as the jurors approved the questions.

Test reliability

A test is said to be reliable if its scores remain relatively stable from one administration to another. For estimating the reliability of the test, a pilot application of the oracy skills test was conducted by the researcher during the academic year 2022-2023. It was administered to a group of twenty students drawn randomly from second year secondary school at Esam Qura Secondary Co-School. Those students were excluded from the whole experiment. The test reliability was measured by Cronbach's alpha coefficient by using the (SPSS Ver 26) as shown in table (4).

Table (2)

Cronbach's alpha coefficient of the test
(n 40)

N	alpha coefficient	N	alpha coefficient
1	0.852	21	0.863
2	0.864	22	0. 881
3	0.875	23	0.865
4	0.823	24	0.789
5	0.808	25	0.835
6	0.799	26	0.846

N	alpha coefficient	N	alpha coefficient
7	0.875	27	0.798
8	0.844	28	0.825
9	0.863	29	0.857
10	0.835	30	0.871
11	0.799	31	0.845
12	0.839	32	0.807
13	0.788	33	0.828
14	0.846	34	0.797
15	0.784	35	0.836
16	0.822	36	0.792
17	0.836	37	0.816
18	0.799	38	0.843
19	0.824	39	0.818
20	0.842	40	0.815
Cranbach's alpha coefficient for the test a whole			
0.899			

The reliability coefficient of all the questions, and the test as a Whole was a high value, and its value in the whole test was (0.899) so, it was a high value.

Constructing the test items

The pre/ post oracy skills test was conducted in light of the following procedures:

- Reviewing previous studies that dealt with oracy skills tests such as Awad (2016); Salem (2017); Muhammad (2020).
- Identifying the skills to be measured by the test on the basis of the results of the checklist.

- Taking the following points into consideration while constructing the test items.
  1. The test suits the students' level.
  2. The test should be simple.
  3. The questions on pictures should express the main goal of constructing the picture and the items should be relevant to the test objectives.
  4. The pictures should be clear and colored to encourage students to speak, and enable them to describe them.

Piloting the test

  After designing the activities and modifying them according to the panel of jury suggestions, the oracy skills test was carried out. Therefore, 20 students were randomly selected from first year secondary school students in Esam Qura Secondary Co-School who would not participate in the experimental group nor the control one. They were excluded from the whole experiment after words.

  Test administration

  The administration of the test involved:

  Test instructions in which the researcher tried to organize and relaxing and comfortable test sessions. The instructions were given to students in both English & Arabic to help them to understand these instructions clearly.

  The following instructions are for the researcher to put into her consideration:

1. Avoiding correcting students' mistakes during their speaking and listening
2. Avoiding interrupting students' performance.
3. Avoiding showing comments loudly to their mistakes.

The following instructions are for the students:

1. Students should answer questions in Egypt only.
2. Students should keep closer to the recorder to give clear voice.
3. Students should not repeat their answers or their friend answers for the same picture.

The study material (The interactive reading approach)

In teaching the treatment group, the researcher reviewed the previous studies that dealt with interactive reading approach and steps of preparing it in addition to its elements and steps. So the researcher designed the three units of the first term of the first year secondary school students according to interactive reading activities. These units are (Getting away – Supporting community – Improving lives).

The researcher selected the sample of first year secondary students; they were learning English for the same purpose; they wanted to study English to succeed in the final exam; and a few of them wanted to improve their language. For this, the experimental group was of the same language level as the control group in learning English before the experimentation. The experimental group consisted of the weak and the advanced students.

Duration of the interactive reading strategy

The strategy was conducted during the first semester of the Academic Year 2022/2023. It started on October and ended

on December 2022. It lasts for three months, including the pre-post administrations of the EFL oracy skills test and the reluctance to communicate scale,

Procedures of the study

To answer the questions of the study, the following procedures were adopted:

1- For identifying the EFL oracy skills required for the first year students, the researcher has:
   a. Reviewed literature and previous studies related to the EFL oracy skills.
   b. Designed a checklist of the EFL oracy skills needed for the first year students.
   c. Submitted the checklist to a group of jury members to verify its validity.
   d. Modified the checklist according to the juror's opinions and suggestions.
   e. Set checklist in its final form.

2- For identifying the features of interactive reading -based strategy for developing the first year students' EFL oracy skills:
   a. Survey literature and previous studies related to the interactive reading approach.
   b. Identified the interactive reading-based strategy aims, objectives, content, instructional methods, activities, aids, teachers' and student's roles.
   c. Prepared the sessions of the interactive reading – based strategy.

3- For identifying the effect of the interactive reading – based strategy on developing the first year students' oracy skills, the researcher has
   a. Designed an EFL oracy skills test and rubric for scoring it in the light of the chosen EFL oracy skills.

  b. Submitted the test and the rubric to the jurors for validity purposes.

  c. Modified the test and the rubric according to the jurors' opinions and suggestion.

  d. Piloted the test to a group of the first year students other than those participated in the study for its reliability.

  e. Selected the study participants randomly from the first year secondary school students and dividing them into two groups: treatment and non-treatment.

  f. Pre-administered the test to both groups.

  g. Taught the treatment group using the interactive reading- based strategy and the non-treatment group using the regular instruction.

  h. Post-administered the test to both groups.

4- Finally, for examining the study hypotheses, the researcher has

  a. Analyzed the data statistically using the appropriate statistical techniques.

  b. Compared the results of both pre-post administrations.

  c. Discussed and interpreted the results in the light of the study hypotheses.

Results of the study

The first hypothesis

The first hypothesis which stated that There would be a statistically significant difference at (0,05) level between the two mean scores of the experimental group and the control group in the post administration of the EFL Oracy Skills test in favor of the experimental group.

The researcher used the independent samples t-test to measure the differences between the mean scores of the experimental group and the control group in the post-test results of the Oracy Skills. Table (1) shows the results.

Table (3)
Table (1) The t-value of EFL oracy test of the experimental and control groups in the post test

	control group n = 20		experimental group n = 20		df	t value	The effect size η2	effect strength d	Statistical significance
	Mean	Sid. Deviation	Mean	Sid. Deviation					
The test as a whole	13.6	2.909	26.3	5.4007	38	9. 259	0.692	2.997	Large

As shown in table (3)

1-the experimental group's mean scores on the post test of the oracy skills was higher than those of the control group.

Figure (2) shows these results:
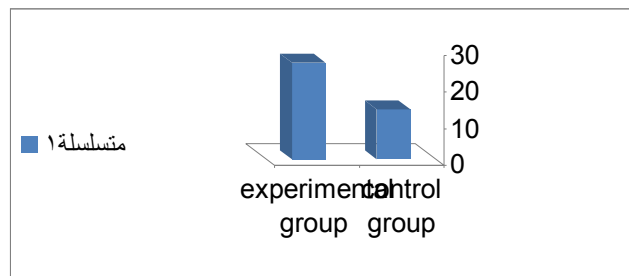
Figure (2): Mean scores of both groups in the post test results of the oracy skills

2-There is a statistically significant difference at (0,05) level between the mean scores of the experimental group and control groups in the post test Oracy Skills results in favor of the experimental group.

3-The t. computed value of the test as a whole is statistically significant at (0, 05) level it reached (9.259) which is greater than the tabular (t) value (2.03) with. This indicates that the students of the experimental group outperformed the students of the control group in the post test.

4-By comparing the value of d with the table (1) proposed to -determine the levels of the effect size (Saad Abdel Rahman, 2009, 136), the effect size was larg the Oracy Skillstest, as well as in the overall result of the test, as a result of used A Strategy Based on Interactive Reading Approach in the teaching of the experimental group.

Table (4) Effect volume levels

Large	Medium	Small	**Effect**
greater than 0.8	0.5 to 0.8	**0.2 to less than 0.5**	**Effect size D**

4- The effect size was large .Thus, it can be inferred that the first hypothesis was
accepted.

The second hypothesis

The second hypothesis which stated that There would be a statistically significant difference at (0,05) level between the two mean scores of the experimental group in the Oracy Skills pre and post-test in favor of the post-test.

The researcher calculates The effect size (η2) and the effect strength (d, w2) to show a positive effect of the Strategy on developing the Oracy Skills of the EFl Secondary School Students. Table (3) shows these results.

Table (5)

The effect size (η2), and the effect strength (d),(w2)of The pre and post test of the Oracy Skills of the experimental group

	control group n = 20		experimental group n = 20		df	t value	The . effect size η2	effect strength		Statistical significance
	Mean	Sid. Deviation	Mean	Sid. Deviation				d	w²	
The test as a whole	8.3	1.838	26.3	5.4007	19	14.325	0.915	6.562	0.836	large

As shown in table (5):

1-The experimental group's mean scores on the post test of the Oracy Skills was higher than those of the pre test. Figure (3) shows these results:
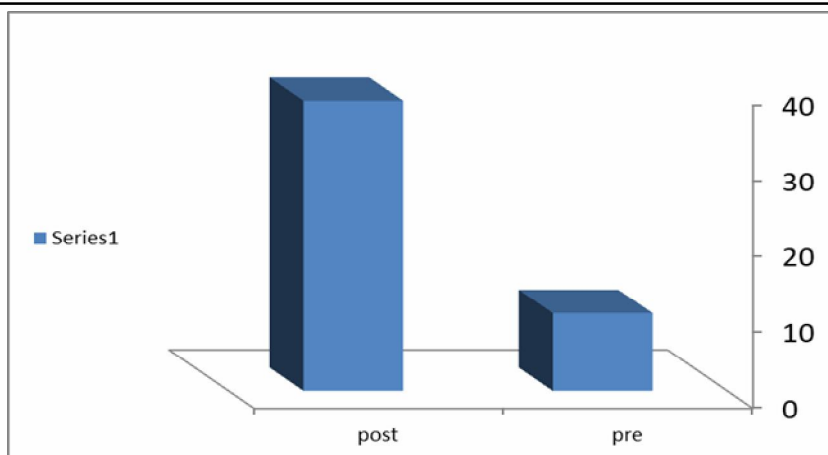
Figure (3): Mean scores of the pre and posttest of the Oracy Skills of the experimental group

2- There is a statistically significant difference at (0, 05) level between the mean scores of the pre and posttest Oracy Skills of the experimental group as whole, in favor of the post test.

3- the value of the omega square (w2) for the test of the Oracy Skills test as whole was (0.836), that high value indicated the strength of the Effect of A Strategy Based on Interactive Reading Approach in the teaching of the experimental group. Thus, it can be inferred that the second hypothesis was accepted.

Results of the study

Based on the statistical analysis of the present study, the following results could be stated:

1. There is a statistically significant difference at (0.05) level between the mean scores of the experimental group and the

control group in the post test administration of the EFL oracy skills test (part 1), in favor of the experimental group.

2. There is a statistically significant difference at (0.05) level between the two mean scores of the experimental group in the EFL Oracy Skills pre and post-test in favor of the post-test.

Conclusion

This study aimed to investigate the effectiveness of using a strategy based on interactive reading approach for developing some oracy skills among first-secondary-stage students. A new breakthrough in the curriculum has made it necessary to take care of all language skills, especially oral skills, because it is considered to be the development listening and speaking skills, which is the cornerstone of the development of reading and writing skills. Every teacher must be interested in developing these skills to help them achieve the objectives of the curriculum, achieve the desired results and maximize the use of these curricula to benefit the student in community and with other communities if needed.

Despite the importance of EFL oracy skills, there has been little research into how to develop them, particularly through interactive reading approach. Therefore, this study is interested in developing EFL oracy skills by using a strategy based on interactive reading approach.

A pilot study was conducted for investigating the level of the students' EFL oracy skills. The researcher administrated an EFL oracy test to 40 students from Esam Qura Secondary School, Alshrkia Governorate. The results of the pilot study revealed

that the students' level of oracy skills needed to be improved. Therefore, the current study aimed to investigate the effectiveness of an interactive reading approach- based strategy in developing some EFL oracy skills.

Results of the study showed that after the experiment, students of the study have improved their performance in the post- test. In addition, t-test value of the study participants indicated that the results of post-test were better than the results of pre-test. It is clear that using interactive reading approach is more effective than using the regular way.

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