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Effectiveness of a Proposed Strategy Based on the Interactive Approach in Developing Reading Comprehension Skills among Middle School Students

Amal Mohammed Salem Al-Qahtani*¹ and Suda Nasser Shaman²

^{1,2} College of Education, King Khalid University, Kingdom of Saudi Arabia.

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ABSTRACT

The research attempts to investigate the effectiveness of using a proposed strategy based on the interactive approach in teaching English to develop reading comprehension skills among second-grade intermediate female students. To achieve this objective, a quasi-experimental design was implemented. The sample consisted of 57 students, divided into two groups: an experimental group that consisted of 27 students who were taught using the proposed strategy based on the interactive approach and a control group that consisted of 30 students who were taught using the traditional method. A reading comprehension skills test was designed to cover the four levels: literal, interpretive, evaluative, and creative. The research findings indicated that there are statistically significant differences at the 0.05 level between the post-test mean scores of the control and experimental groups in reading comprehension, with the experimental group performing better. This confirms that the proposed strategy based on the interactive approach is very effective in improving reading comprehension skills among second-grade intermediate female students. The research presents a set of several suggestions and recommendations in light of the findings.

1. Introduction

Learning English language requires gaining the four skills: reading, writing, listening and speaking. Those skills are linked, and a learner can't master one skill in isolation from the others. Developing those skills can increase the learners' linguistic competence. However, reading skill is one of the most important skill because it represents the key for science and an important source of information. Mastering reading skill is not limited to being able to read words correctly but goes beyond to being able to comprehend texts, analyze and critique them. This helps develop critical thinking and the ability to actively interact with texts. Therefore,

there is a relationship between reading and thinking (Alian, 1992, as cited in Nasrallah, 2022).

Several studies assured that reading comprehensions is very important skill in developing achievement for the learners in all the subjects (Al-Qawasmi, 2012; Abu Sarhan, 2014; Eid, 2015; Al-Ghamdi, 2022). These studies show that reading comprehension skill moves the student from focusing on the outcome to focusing on mental processes, so it develops planning and awareness skills during interaction with the texts.

Reading skill is one of the basic pillars in learning English language, however some

* Corresponding author.

E-mail address: tooleeb2013@gmail.com

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studies have shown continuous weakness in students' reading comprehension skills (Al-Zoubi, 2011; Al-Salmi, 2016; Abdul Qader & Muhammad, 2017; Butterfuss et al. 2020; Desouky, 2019 Steinlen, 2017). The reasons for students' lower level in reading comprehension skills could be related to the learner himself, his motivation to learn English, or traditional teaching strategies used.

Given that reading comprehension is connected to thinking and relies totally on learner's mental abilities, therefore, strategies that stimulate thinking should be applied. For example, using interactive approach stimulates thinking, it makes the learner active in constructing his knowledge based on his background and makes learning meaningful (Al-Qarni, 2020).

Interactive approach has been found to be affective in acquiring some skills such as developing writing skills (Abdul Hadi, 2018), developing analysis of literary text (Al-Otaibi, 2018), and developing persuasive writing in English (Khalil & Abdulrahman 2019).

1.2. Statement of the problem

Despite the Ministry of education's effort in Saudi Arabia (SA) in terms of teaching and learning English, students continue to show low level in reading comprehension skills in international tests such as PIRLS and PISA. SA students were classified within the low international level with an average performance (430) in PIRLS test. Then, this performance increased in 2021 to reach (446) degree, however it is still below the international average (International Association for the Evaluation of Educational Achievement, 2023). Further, in PISA test, Saudi students' average performance was (399) degree in 2018. That degree is considered below the average performance of Organization for Economic Cooperation and Development (OECD) which was (476) degree. Then, Saudi students' performance decreased in 2022 with an average score (383) degree (OECD, 2023). Those results reflect ongoing challenges regarding developing Saudi students' reading comprehension skills.

Lower level of students' reading comprehension could be because of using traditional teaching strategies which do not considerate active

interaction between the learner and the text (Abdullah & Al-Hardani, 2018; Al-Najmi, 2018; Haitham & Al-Arous, 2021; Al-Brahmiyya, 2022). Active interaction can be clearly shown when using the interactive approach in teaching. Further, some previous studies approved that interactive approach helps develop English writing skills (Abdul Hadi, 2018) and analysis of literary texts (Al-Otaibi, 2018). However, limited research has been done on the effectiveness of the interactive approach on developing reading comprehension skills. Therefore, this study aimed to investigate the effectiveness of a purposed strategy based on the interactive approach on developing reading comprehension skills.

1.3. Research question

What is the effectiveness of using a purposed strategy based on the interactive approach on developing English reading comprehension skills for second grade intermediate female students in the 4 levels of understanding (literal, interpretive, evaluative, and creative)?

1.4. Research objective

The objective of the study is to examine the effectiveness of using a purposed strategy based on the interactive approach on developing English reading comprehension skills for second grade intermediate female students in the 4 levels of understanding (literal, interpretive, evaluative, and creative).

1.5. Significance of the study

The results of the current study could help in filling the gap regarding the interactive approach in developing English reading comprehension skills. Further, this study provides a guide for a purposed strategy based on the interactive approach which will help lead the teachers' instructions to implement the strategy in teaching reading. In addition, the study provides a reading test sample which can benefit teachers and researchers in determining students' levels of reading comprehension.

1.5. Definition of the terms

1.5.1. Interactive Approach

“Interactive approach is “a functional and instructional method in which learners find a good exposure to introduce themselves with real life by staying in real world” (Ahmed, & Hossain, 2023.p. 2). “The interactive approach stresses the importance of interaction as both the means and the ultimate goal of learning a language” (Richards & Rodgers, 2014, p. 22).

The researchers define it as a set of teaching procedures the teacher implements in teaching reading texts, it is based on the interaction between second grade female intermediate students and the reading texts and between the students themselves. It stimulates students’ background and experiences and build on them the new knowledge. It is used to help develop English reading comprehension skills.

1.5.2. Reading comprehension:

Reading comprehension is defined as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language... comprehension entails three elements: the reader, the text, and the activity” (2002, Snow, p.11). The researchers define it as mental performance that is done by second grade female intermediate students during reading the texts and through activating the four levels of reading comprehension (literal, interpretive, evaluative, and creative). This skill is measured by the degree that students obtain in the reading test which is designed for this purpose.

2. Literature Review

2.1. Interactive Approach:

The interactive approach received attention in the curriculum and instruction field, and a variety of definitions emerged. It was defined as “an approach to language teaching in which interaction is both the means and the ultimate goal of learning a language.” (Richards & Schmidt, 2010, p. 293). In addition, “the interactive approach views language as a tool for communication in which learners acquire language by actively engaging in meaningful interaction and negotiation of meaning.” (Nunan, 1991, p. 279).

By extrapolating the two previous definitions, it becomes clear that the basis of the interactive approach is the active communication between the parties of the educational process. The interactive approach requires an active educational environment that focuses on the learners. The learners in this environment could be able to build their knowledge and be engaged in interactive educational activities with the help of the teacher.

2.1.1. Theories

The interactive approach stems from some theories such as constructivism theory, Sociocultural theory, and cooperative learning theory.

Constructivism theory by Jean Piaget (1972) focuses on learning as an active process where building knowledge can be done through connections between the learner, information and the environment (BuKhatala, 2022). Constructivism emphasizes the role of cooperative learning and social interaction in promoting cognitive growth and fostering more interactive classrooms (Jumaah, 2024). It calls for providing an active classroom environment that helps build the learners’ knowledge through stimulating their experiences and prior knowledge (Al-Akhdar & Mazouz, 2022).

Sociocultural theory by Lev Vygotsky (1978) emphasizes that social interactions are the basis for building the learner’s knowledge. Knowledge is transmitted from social level to internal psychological level through interaction between others. This theory is based on some principles such as: learning happens through interaction with the surrounded environment, and it strengthens learning through cooperation with peers. In addition, language and cultural background are essential tools in building knowledge, and social learning is more effective than individual learning in developing higher cognitive skills (Twij & Ba’noun, 2024).

Cooperative learning theory by Slavin (1995) emphasizes that learning becomes more effective when working cooperatively, where learners have a chance to exchange knowledge. The theory assures the importance of developing social and communicative skills, and promoting individual and collective responsibility inside

classroom situations which helps in improving students' academic performance and critical thinking (Issa, 2019).

Based on what has been said above, the interactive approach is a practical approach that includes teaching practices grounded in theories, and it combines them through focusing on verbal and nonverbal interaction. It also promotes the role of the active learner, provides an active learning environment through using cooperative teaching strategies. In addition, learners acquire language by actively engaging in meaningful interaction and negotiation of meaning. This interactive approach helps develop the learners' cognitive skills, academic achievement, motivation to learn, and affective communication skills.

2.1.2. The importance of interactive approach

The interactive approach derives its importance from its role; It is one of the most important modern strategies in the 21st-century curricula. Number of educators (Abdulwahab, 2005; Zaitoun, 2013; Ali & Nasr al-Din, 2017; Al-Akhdar and Mazouz, 2022; Khader, 2024; Alkhateeb, 2017) have mentioned its importance as the following:

- 1- It enhances deep understanding and continuation of learning through linking educational content with learners' experiences and their real-world environment.
- 2- It develops learners' motivation through encouraging them to interact, search, and involve in experiments in the real-world educational situations.
- 3- It contributes to the development of life and behavioral skills through cooperative learning and experiences exchange.
- 4- It reshapes the role of the teacher from a transmitter of knowledge to a facilitator and a guide, and it promotes thinking and creativity among learners.
- 5- It helps in planning for affective teaching through setting behavioral goals for different students' learning styles.

2.1.3. The role of the interactive approach in developing reading comprehension skills

The late 1970s witnessed a clear rise in the interactive approach in reading comprehension, where interest began by interacting reader background and experience with the information contained in the text (Al-Dulaimi, 2015). Educational studies assured that reading is a cognitive process that involves both mental and emotional aspects; As the reader transforms the written symbols into meaningful concepts. This makes the interactive method a promising and effective approach for improving reading skills. It requires interaction, cooperation, encourages active participation and taking responsibility (Maslahat, 2023).

Some studies, that have confirmed the continued weakness of students' reading comprehension skills and understanding implicit meanings at different educational levels, have demonstrated the positive impact of the interactive approach in addressing these challenges (Hayati et al. ,2020; Van der Wilt et al. ,2019; Morales, 2010). Those studies summarized the effectiveness of the interactive approach in developing reading comprehension skills, increasing students' motivation toward reading, outperforming traditional approach in teaching English language, reducing anxiety, increasing involvement in the educational process and increasing English language communicative competence.

2.1.4. Studies on the effectiveness of interactive approach:

Numerous studies have been conducted on the impact of the interactive approach on reading comprehension skills) Morales, 2010; Amaritha, 2013; Nur and Ahmad, 2017; Hayati et al., 2020; Maslahat, 2023; Alsultan, 2024). Morales (2010) study purposed to examine the impact of interactive approach on increasing reading comprehension skills for engineering students learning some subjects in English. The findings of the study stated that students who were taught with the interactive approach overcame reading comprehension difficulties and improved reading comprehension skills.

Another study by Amaritha (2013) aimed to increase reading comprehension skills for tenth-

grade students of SMK Yogyakarta through the use of interactive approach. The results showed that the interactive approach outperformed the control group in reading comprehension skills. An action research by Nur and Ahmad (2017) aimed to investigate the impact of interactive approach on reading skills for SMAN 1 Mare Bone first grade students. They implemented the research in two cycles where both includes four steps: planning, acting, observing, and reflecting. The results of the study showed that 70% of the students achieved the KKM standard score. In addition, students were more active in learning and creative when they were taught with the interactive approach.

An experimental study conducted by Hayati et al., (2020) in a junior high school at Aceh Besar found out that interactive approach helped improve first-grade students' reading skills compared to bottom-up approach. In addition, students showed positive responses toward the implementation of interactive approach in teaching reading.

A current study by Maslahat (2023) assured that interactive approach helps develop reading and text analysis skills, collaboration, and makes learners active and responsible through different tasks and roles. Another current study examined the effectiveness of using Interactive Read-Aloud (IRA) strategy on Saudi kindergarten students' reading comprehension from their teachers' perspectives. Based on the results teachers believe that IRA strategy has a positive impact on developing students' comprehension, language skills, and engagement in interactive story reading (Alsultan, 2024).

The previous studies employed directly or indirectly the interactive approach in teaching reading comprehension skills. Most of the studies used the experimental design (Morales, 2010; Amarta, 2013; Hayati et al., 2020; Maslahat, 2023) while only Nur and Ahmad (2017) study used action research design, and Alsultan (2024) study used mixed method research. All of the studies confirmed the positive impact of interactive approach on developing reading comprehension skills for different educational levels. Further, all of the studies were conducted outside the Saudi Arabia context except for Alsultan (2024) study.

Alsultan (2024) study investigated teachers' perspectives regarding interactive read aloud strategy in the Saudi context. However, most of those studies were done outside of the Saudi context or on different educational stages, or addressed one strategy within the interactive approach without combining other strategies in an integrated model. Therefore, this current research is distinguished from other older studies by applying it on student in the Saudi context. It used a quasi-experimental design to examine the effectiveness of the proposed integrated strategy (AOLTCS) Advance Organizers, Listening Triangle, and Collaborative Summarizing under a unified interactive framework on second grade female intermediate students' reading competition skills. In addition, it explored the strategy effectiveness across the four reading comprehension levels: literal, interpretive, evaluative, and creative. Thus, providing a more comprehensive and structured examination of reading comprehension development among second-grade intermediate female students.

2.2. Reading comprehension

Reading comprehension is defined as "The process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (RAND Reading Study Group, 2002, p. xiii). In addition, it is defined as "The ability to understand and interpret written texts by integrating linguistic knowledge with prior experience and strategic processing" (Grabe & Stoller, 2011, p. 3).

2.2.1. Reading comprehension skills:

Educators have identified numerous of reading comprehension skills that are necessary for students in general education stages; these are summarized in:

- 1- The ability to read between the lines to make an accurate and logical prediction.
- 2- The ability to distinguish between the fact and the opinion.
- 3- The ability to understand the words and sentences used by the writer.
- 4- The ability to organize elements of the texts and reconstruct the information contained in the text.

- 5- The ability to read to be able to solve problems.
- 6- The ability to memorize read texts and retrieve its details to apply in subsequent situations.
- 7- The ability to scan the texts to get specific information.
- 8- The ability to guess the content of the text being read from the title.
- 9- The ability to track the sequence of events in the text.
- 10- The ability to comprehend the explicit and implicit meaning of the texts.
- 11- The ability to make inferences and conclusions from the text to generate meaning.
- 12- The ability to understand the texts, identify main ideas, and summarize them (Mamoun & Aref, 2021; Al-Salmi & Dakhil, 2021; Hurimek & Baamer, 2024).

Education and Training Evaluation Commission (2023) has developed reading skills that is measured in the international exams according to 3 cognitive levels as following:

- 1- Knowledge and understanding: this refers to the ability to comprehend knowledge, ideas, concepts, and meanings in the field of reading. This level includes a numerous of mental processes such as: understanding, identifying 'distinguishing, classifying, and concluding.
- 2- Applying: this refers to the ability to use knowledge, ideas, and meanings in the field of reading and apply them in new and different situations. This level includes a numerous of mental processes such as: organization and application.
- 3- Reasoning :this refers to the ability to think deeply about knowledge, ideas, concepts, and meanings in the field of reading which goes beyond the knowledge and applying. This level includes a numerous of mental processes such as: analyzing, constructing, tasting, evaluation at different levels.

In this current research the reading comprehension skills was classified using the PIRLS classification system (International Association for the Evaluation of Educational Achievement [IEA], 2023) as follows:

- 1- Literal level: it includes skills for determining the meaning of words in the text, recognizing details, determining the relationship between two words like: synonyms, antonyms, and the relationship of the part to the whole or vice versa, identifying similarities and differences in the reading text, arranging events and information according to their sequence in the text. In addition, it includes identifying the pronoun references in the text, and determining the parts of speech.
- 2- Interpretive level: it includes skills such as extracting meaning for the new words through sentence context, inferring implicit ideas in the text, determining the writer's purpose in the text, inferring cause-and-effect relationships based on the text's information, and identifying the opposite of a word in the text.
- 3- Evaluative level: it includes skills such as distinguishing between the main idea and the secondary ideas, distinguishing between statements that indicate fact and others that indicate opinion, and judging the information in the text as subjective based on the writers' opinion or objective based on facts. It includes skills like determining the type and classification of the text, expressing opinions about ideas, personalities, events mentioned in the text, and appreciating the values contained in the text.
- 4- Creative level: it includes skills such as predicting the ending of a text, writing another ending for the text, suggesting new solutions for problems and challenges in the text, purposing a distinctive title, and summarizing the text creatively in a table, drawing a picture, or building a diagram.

3. Research Methodology

An experimental approach was adopted using a quasi-experimental design with two groups, pretest and posttests to examine the effect of the proposed strategy based on the interactive approach in teaching English on improving reading comprehension skills. The quasi-experimental design is suitable in most of the cases when true randomization of the sample

cannot be applied because of the necessity to keep intact classes (Creswell, 2012).

3.1. Population & Research Sample

The research population was represented by all second-year middle school female students at the Education Office in South Khamis Mushait region in Saudi Arabia. As for the research sample, it was selected using a purposive sampling of (57) female students studying in two classes (second-year middle school). One class was assigned to form the experimental group and consisted of (27) female students, and the other class represented the control group and comprised of 30 students.

3.2. Research Instruments

3.2.1. Reading Comprehension Skills Test

A. The Purpose of The Test: The test aimed to evaluate reading comprehension skills' levels for both groups prior and after the experiment; to recognize the effectiveness of the proposed strategy based on the interactive approach in developing reading comprehension skills in comparison with the traditional methods.

B. Designing the test: The test was designed based on a list of reading comprehension skills. The list was built on learning outcomes document for National Assessments in reading that was issued by the Education and Training Evaluation Commission (2023), as well as the objectives of teaching English in Saudi Arabia, and some studies discussed reading comprehension skills (Abu Maghli, 2017; Al-Ghamdi 2022). Then, those skills were divided based on the PIRLS classification system into four levels: literal, interpretive, evaluative and creative (mentioned in detail in the end of the literature review section). The test consisted of (25) multiple-choice items with four alternatives in addition to open questions.

C. Test Validity: the test was presented to a group of expert reviewers to provide their opinions on its relevance to the female students' level. The experts approved its validity, so the face and logical validity for the test was achieved. Moreover, the internal

consistency for the test was verified by calculating Pearson correlation coefficients between the score of each item of the test with the total score of the test. The correlation coefficients appeared to be statistically significant at the (0.01) level and (0.05) level. It indicates that the test items have a high score of internal consistency, so the test measures what it is supposed to measure.

D. Exploratory Study of the Test: the test was applied to a sample of the second-year middle school female students (different from the research groups) and consisted of (30) female students. It aimed to assess whether the instructions are clear and suitable for the sample's levels, and the results of it show its clearness and suitability.

E. Test reliability calculation: Cronbach's Alpha Equation and Split-Half Reliability were applied (Spearman-Brown.) The coefficient values with Cronbach's Alpha of the four main skills reached (0.700), and Spearman-Brown Equation was (0.665). Those scores are considered to be high, indicating high reliability of the test.

F. The Final Version of The Test: the test items reached (25) items in its final version and after editing based on the experts' comments. These items assess reading comprehension skills in the four main skill levels (Level of literal comprehension, interpretive comprehension, evaluative comprehension and creative comprehension.)

3.2.2. Proposed Strategy Based on The Interactive Approach

The basics of the proposed strategy based on the interactive approach were determined, as well as the reading comprehension skills and reading texts mentioned in the following units of Super Goal 2 course for the second-year middle school at the second semester of the year 1446 A.H/ 2024. These units are: "What's wrong?", "It's a Bargain!", "There is No Comparison." In addition to those units other enriching reading text, educational and enriching activities related to the strategy, supporting educational aids to

implement them, and relevant assessment tools to evaluate the targeted reading comprehension skills were implemented.

3.2.3. The Concept of The Proposed Strategy Based on The Interactive Approach

The Proposed Strategy procedurally is a set of training procedures and strategies that are organized and derived from Advance Organizers Strategy, Listening Triangle Strategy and Collaborative Summarizing Strategy. It is called here (AOLTCS) which are based on the basics and fundamentals of the interactive approach that the teacher follows when teaching reading texts in the chosen units.

3.2.3.1. Strategy Procedural Steps

First: Introduction and Preparation Stage: The teacher prepares the students for the new reading text and stimulates their thinking about the text theme by asking stimulating questions. For example, what do you expect the text theme would be? What are the events that you expect to happen at the beginning of the text? What do the pictures represent in the text?. The teacher encourages the students to do a brainstorming for their previous information, and linking this information with the new one, as well as explaining the new concepts for them through using the relevant advance organizer strategy (concept maps or graphic organizer). This helps them to interact in exploring the reading texts and to have discussions with the teacher and with each other about the information related to the texts. Then, the teacher writes down the students' answers in the advance organizer on the board.

Second: Discussions and Text Presentation Stage: The teacher uses Listening Triangle strategy to encourage the students to think critically of what they are reading, and to encourage active participation. This stage is implemented in the following steps:

1. The teacher divides the reading text into segments according to the main concepts and ideas in the text.
2. The teacher divides the students into collaborative groups of three, and each student at this stage has a specific role: a speaker, a listener, and an observer or a

summarizer. The speaker student explains the idea, the theme or the concept to be learned, then she reads a part of the text. The listener student listens carefully to what the speaker is saying and writes down questions about it; then asks them to the speaker to obtain more details and make the idea clear. The observer or summarizer student observes the flow of the conversation that is happening between her two peers, and then writes down the discussion. Then, she summarizes what she wrote, and reads it to her group to ensure the group's understanding of the main idea.

3. Role Reversal: the teacher reverses the roles between the students in each group when having new ideas or concepts so that every student has a chance to play the three roles.
4. Reading the text in sequence in which the speaker in each group reads a small part of the text each time, while changing the roles with each part.

Third: Assessment Stage: The teacher utilizes Collaborative Summarizing strategy to assist the students in developing their understanding, reflecting and thinking about what they learned from the reading text in a collaborative manner. In addition, students exchange thoughts and agree on a summarization that represents the text content accurately. This stage is implemented in the following steps:

The teacher divides the students into small groups consisting of five students. Then, she explains to them the purpose of the Collaborative Summarizing, which includes extracting main ideas, identifying important details, keywords and main concepts and summarizing them comprehensively, as well as expressing their opinions of the reading text, and creatively determining alternative endings and solutions. Moreover, the teacher helps the students at this stage by asking stimulating questions, such as: What are the ideas and solutions that we can generate to solve a problem in the text? How can you utilize the lessons learned from the text in your daily life?. After that, the teacher divides the roles inside each group, so that each student has a different role. For example, the writer writes the ideas that they agreed on, the organizer helps in

arranging the ideas and organizing them logically, the reviewer goes through what was written and ensures its accurateness, and the speaker presents the group's final summary in front of the class. Last, peer reviewing, when the group presents the final summary, the teacher asks the other listening groups to assess the speaker group's summarization. This encourages the students to express their opinions and judge what they learned from the reading text. The students then present the summarization by drawing an illustration, mind map, or a graphic organizer.

3.2.4. Procedures of the research implementation:

The research has been conducted by one of the researchers since she is an English language teacher and was done in the following steps: First step, a permission from the office of education and the school about conducting the study was obtained and followed with a permission from the students' parents to participate. Then, a pre-test of reading comprehension skills was given to both groups, the experimental and the control group to check their equivalency. Then, independent sample T. test was conducted to analyze the result, and it shows there is no significant differences between the two groups ($t=1,386, p>.05$). The mean score for the control group was (8.966) while for the experimental group was (10.259) and the degree of freedom was 55. That assures the equivalency of both groups, thus the results in the later test (post-test) should be related to the impact of the experiment.

After that, the experimental group was taught the reading text lessons from the chosen units and an enrichment reading text with the proposed strategy based on the interactive approach which is referred to as (AOLTCS), while the control group was taught with the traditional methods. The teaching of these texts for each of the two groups took (12) classes over three weeks. Last step, the students in both groups were given the post-test in reading comprehension skills. Then, the tests were corrected, scored and then the data was analyzed.

3.3. Results and Discussion

The study purposed to investigate the impact of the proposed strategy based on the interactive approach on developing reading comprehension skills in English Language for the second-year middle school female students in the following levels: (Literal, interpretive, evaluative, creative)?." In addition, the hypothesis validity was tested, which states: "there are no statistically significant differences at the (0.05) level between the mean scores of the two groups (experimental, control) in the post-test. Moreover, to validate the hypothesis, the data was analyzed using Independent Samples T-test to identify the differences between the mean scores of the two groups' students (experimental, control) in the post-test of the levels of reading comprehension skills' integrated test. The results are shown in the following table:

Table 1: T-test for significant differences between mean scores of the two groups' (experimental, control) post-test of the levels of reading comprehension skills.

Tool	Group	No.	Arithmetic Mean	Standard Deviation	Degrees of Freedom	(t) Value	Significance Level	Eta Squared
Reading Comprehension Skills' Integrated Test	Experimental Group	27	19.963	1.786	55	17.677	0.05	0.39
	Control Group	30	9.566	2.541				

Table (1) above shows statistically significant differences between mean scores of the experimental and control group in the post-test of the levels of reading comprehension skills'

integrated test, where the "t" value reached (17.677) at a degree of freedom of (55), and the significance level reached (0.05) which is a statistically significant value. The mean scores

of the experimental group in the post-test was (19.963), which is higher than the mean scores of the control group (9.566). That indicates rejecting the previous null hypothesis. Additionally, it demonstrates the effectiveness size of the proposed strategy based on the interactive approach reading comprehension skills' integrated test measured by Eta Squared reached (0.39), which is a significant effectiveness size. This suggests that 39% of the total variation was a result of utilizing the strategy, which means that the proposed strategy has a positive effect on the students' reading skills.

Furthermore, when examining what the statistically results has shown, a variation in the students' performance is noted in reading comprehension levels. To clarify, students achieved the highest performance in the literal level ($M=6.814$), followed by the evaluative level ($M=5.777$), then the interpretive level ($M=5.740$), while the lowest performance was in the creative level ($M=5.592$) (Table 3.). The results indicate that the students have shown good ability to understand clear and direct information, while they have faced challenges in the ability to analyze implied meanings and to produce creative ideas. This gap necessitates the English Language teacher to utilize strategies that encourage critical and creative thinking, use brainstorming methods and class discussions that are based on interaction and participation when teaching reading texts. That would help in training the students on questioning, extracting and generating ideas, and contemplating ideas and solutions. Furthermore, the curricula at the designing phase should include reading texts with gradual reading comprehension levels that start with a content focuses on literal comprehension then develop in a manner that requires analysis, evaluation and creation skills. That would improve the students' reading comprehension skills, which contributes positively to the students' ability to deal with the texts deeply and effectively.

3.3.1. Discussing and Analyzing the Results

In light of the previous presentation of the research results, post-test results of reading comprehension skills' test proved the

outperformance of the experimental group students, over the control group students at the (0.05) significance level. Since the variables that might affect the results have been controlled, these differences were attributed to the use of the strategy. That emphasizes the actual and significant improvement in reading comprehension skills of the experimental group students, which shows the effectiveness of the proposed strategy based on the interactive approach. The results can be analyzed as follows:

1. The positive impact of the proposed strategy based on the interactive approach was proved by the results of the learners' reading comprehension post-test at the significant (0,05) level. This result aligns with multiple studies that explored the strategies and programs' effectiveness in obtaining reading comprehension skills (Al-Hadban, 2017; Abu Maghli, 2017; Al-Ghamdi, 2022; Al-Harithi, 2022; Alali, 2020; Li et al., 2022.)
2. The proposed strategy based on the interactive approach proved that integrating Advance Organizer strategy, Listening Tringle and Collaborative Summarizing, is effective in developing the students' reading comprehension skills through fostering mental preparation, deep understanding, teamwork, self-confidence and critical and creative thinking as well as deductive reasoning. These results align with what the previous studies have deduced in the effectiveness of each strategy alone (Li et al., 2022; Alsaridi, 2023; Al-Hadban, 2017.) However, the distinction of this study is clear in the integration of those practices within a unified interactive frame, which hasn't been done before – which emphasizes its originality.
3. The proposed strategy has provided an active interactive educational environment that focuses on collaborative learning, communication, being responsible, developing critical thinking and boosting motivation. That led to the student to be the focus of the educational process and link reading texts with her life experiences. Furthermore, these results align with what

was indicated by some studies (Abdulhadi, 2018; Hayati et al., 2020; Maslahat, 2023) in regard of the importance of utilizing the interactive approach in designing educational programs.

4. Training the students to comprehend and interpret the texts beyond literal understanding has enabled them to identify symbolic and metaphorical significances, which is an indication of developing deductive reasoning.
5. Linking the themes of the reading text with direct life situations has contributed to improving the students' comprehension of the concepts and information. That is proved by Al-Siraaj study (2021) which focused on the importance of utilizing life indications in comprehending the texts and prolonging the learning effect.
6. The diversification of text presenting strategies has contributed to breaking the routine of traditional teaching. The current study is distinguished by following an organized approach in utilizing the strategies throughout the reading stages. However, although there are no studies that preceded this study in this approach specifically, its results align with Van der wilt et. Al. study (2019). Their study stated the importance of diversification of text presenting strategies to break the pattern of the traditional classes.
7. The proposed strategy has provided a variety of assessment tools that contributed to enhancing the learning process and offering feedback to the students and providing suitable encouragement by the teacher and the students.

Table 2: Arithmetic Means of the experimental group in reading comprehension levels

Level	Arithmetic Mean
Literal	6.814
Interpretive	5.740
Evaluative	5.777
Creative	5.592

4. Conclusion

This experimental research shows that the proposed strategy based on the interactive approach has shown positive impact on reading

comprehension skills for second grade intermediate female students. The experimental group who was taught with the proposed strategy has significantly performed better than the other group. That ensures the impact of the strategy on developing the learners' reading comprehension skills in the four different reading levels: literal, interpretive, evaluative, and creative.

4.1. Recommendations for practice

Considering the research results, the following recommendations have been presented:

1. English Language curricula developers and designers of the middle-school should benefit from the interactive approach through including reading comprehension skills in designing the curricula content. In addition, they should develop educational materials that support interactive teaching strategies to enhance deep and critical thinking skills among the students and to improve learning outcomes.
2. Developing preparation programs for English Language teachers that consist of integrated interactive strategies which develop the teachers' ability to teach reading skills efficiently in classes.
3. Teachers should utilize the proposed strategy based on the interactive approach in teaching English Language for middle-school to develop multiple linguistic skills in English Language among the students including reading comprehension.
4. Providing training courses for English teachers to train them on how to implement the proposed strategy in teaching English Language, and developing manuals based on the strategy for the teachers to be used.

4.2. Recommendations for future research

Considering what the research results indicated, and according to the previous recommendations, the following proposals for future studies are suggested:

1. Investigating the interactive approach's impact in teaching English Language on developing different linguistic skills, such as (speaking, creative writing, listening

comprehension, verbal communication) of middle-school students.

2. Envisioning a proposal for English Language curricula for middle school based on the interactive approach, its strategies, activities and educational methods.
3. A similar study in the effectiveness of using a proposed strategy based on the interactive approach in developing reading comprehension skills of students in other educational grades.
4. The effect of a training program based on using the interactive approach in developing linguistic communication in English among their students in different educational grades.

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فاعلية استراتيجية مقترحة قائمة على المدخل التفاعلي في تنمية مهارات الاستيعاب القرائي لدى طالبات المرحلة المتوسطة

أمل محمد سالم الفحطاني^{1*} وسعدى ناصر شامان²

^{1,2} قسم التعليم والتعلم، كلية التربية، جامعة الملك خالد، المملكة العربية السعودية.

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هدف البحث إلى التعرف على فاعلية استخدام استراتيجية مقترحة قائمة على المدخل التفاعلي لتدريس اللغة الإنجليزية في تنمية مهارات الاستيعاب القرائي لدى طالبات الصف الثاني المتوسط، ولتحقيق هذا الهدف تم استخدام المنهج التجريبي القائم على التصميم شبه التجريبي وقد تكونت العينة من (57) طالبة، قُسمت إلى مجموعتين: المجموعة الأولى تجريبية تكونت من (27) طالبة، دُرست باستخدام الاستراتيجية المقترحة القائمة على المدخل التفاعلي، والمجموعة الثانية ضابطة وتكونت من (30) طالبة، دُرست بالطريقة المعتادة. وقد تم إعداد اختبار لقياس مهارات الاستيعاب القرائي في مستوياته الأربع (الحرفي، التفسيري، التقيمي، الإبداعي). توصلت نتائج البحث إلى وجود فروق ذات دلالة إحصائية عند مستوى الدلالة (0.05) بين متوسطات درجات طالبات المجموعتين الضابطة والتجريبية في التطبيق البعدي لاختبار مهارات الاستيعاب القرائي لصالح المجموعة التجريبية. هذا يؤكد فاعلية الاستراتيجية المقترحة القائمة على المدخل التفاعلي لتدريس اللغة الإنجليزية في تنمية مهارات الاستيعاب القرائي لدى طالبات الصف الثاني المتوسط، وفي ضوء نتائج البحث قُدمت بعض التوصيات والمقترحات.

* Corresponding author.

E-mail address: tooleeb2013@gmail.com

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