



Using Interactive Reading Model to Develop Preparatory School Pupils' EFL Reading Comprehension Skills and Self -efficacy

:By

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Abstract

The present study aimed at developing preparatory school pupils' reading comprehension and self-efficacy through the use of interactive reading model. Participants of the study were 60 third year Hassan Idrees preparatory school pupils at Fayoum governorate. They were two intact groups: experimental (N=30) and control (N=30). The researcher prepared a reading test, a self-efficacy scale and a teacher's guide. Having pre administered the reading test and the self-efficacy scale, the experimental group was taught using interactive reading whereas the control group received regular instruction. The study instruments were readministered at the end of the treatment. The results showed that the use of interactive reading model proved to be effective in developing preparatory school pupils' reading comprehension skills and self-efficacy. It is recommended that interactive reading model should be used in EFL reading classes.

Keywords: *interactive reading model, EFL reading comprehension skills, self-efficacy, preparatory school pupils.*

استخدام نموذج القراءة التفاعلية لتنمية مهارات الفهم القرائى باللغة الانجليزية

والكفاءة الذاتية لدى تلاميذ المرحلة الإعدادية

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المستخلص

هدفت الدراسة الحالية إلى تنمية مهارات الفهم القرائى و الكفاءة الذاتية لدى تلاميذ المرحلة الإعدادية باستخدام نموذج القراءة التفاعلية ، وتكونت عينة الدراسة من مجموعتين تجريبية اشتملت على (٣٠) تلميذاً و ضابطه اشتملت على (٣٠) تلميذاً من تلاميذ الصف الثالث الإعدادى بمدرسة حسن إدرىس الإعدادية بمحافظة الفيوم.وقامت الباحثة بإعداد اختبار لمهارات القراءة.كما قامت بإعداد مقياس للكفاءة الذاتية، و دليل معلم يوضح كيفية استخدام نموذج القراءة التفاعلية فى تنمية مهارات الفهم القرائى و الكفاءة الذاتية. وبعد تطبيق اختبار القراءة ومقياس الكفاءة الذاتية قبلياً، وبعد تدريس المجموعة التجريبية باستخدام نموذج القراءة التفاعلية وتدرىس للمجموعة الضابطة بالطريقة المعتادة واعادة تطبيق الادوات بعدياً كشفت نتائج الدراسة عن فعالية نموذج القراءة التفاعلية فى تنمية مهارات الفهم القرائى و الكفاءة الذاتية لدى تلاميذ المجموعة التجريبية. اوصت الدراسة باستخدام نموذج القراءة التفاعلية فى تدريس القراءة باللغة الانجليزية. .

الكلمات المفتاحية: نموذج القراءة التفاعلية - مهارات الفهم القرائى - الكفاءة الذاتية -

تلاميذ المرحلة الإعدادية

1.1 Introduction

Reading is one of the main language skills that should be learned and mastered because it helps students gain information and knowledge from written texts. Also, it helps them to widen their vocabulary and be familiar with common grammatical structures. Moreover, it enables them to develop some language elements such as culture and the ways of life of English speaking countries. In addition, it offers many benefits in real life such as fun and entertainment. Comprehension is the final product and the ultimate goal of the reading process. Reading without comprehension is not reading and has no value. Reading comprehension can be achieved through using various reading strategies and skills as well as activating readers' previous knowledge about the reading text.

Good EFL readers are characterized by self-efficacious. In Bandura's (1997) social cognitive theory, the term self-efficacy is coined as a central element to produce desired actions, without which people have little motivation to perform given tasks. It is defined as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances". Sharma and Nasa (2014) stated that self-efficacy refers to individuals' beliefs about their own skills and abilities to successfully accomplish a specific task, rather than focusing on the skills and abilities they may need to develop. In other words, learners' ability to accomplish a certain task does not necessarily signify their performance, but rather how they believe their ability to perform the task does. So, learners with high self-efficacy have more confidence in their abilities to perform the task in comparison to those with low self-efficacy.

Self-efficacy is a significant predictor of EFL reading comprehension. It influences one's perception of whether or not s/he can be a good reader and learn from a text. The higher students' self efficacy, the better their reading comprehension. Readers with high self-efficacy in reading engage in more reading-related activities and actively participate during the learning process (Walidaini, 2020). Also, they develop different reading strategies and gain richer cognitive interactions and experiences. Moreover, they are able to access an effective, interactive, strategic and quick capacity of reading comprehension (Yoğurtçu, 2013).

Reading comprehension and self-efficacy can be developed through the use of the interactive reading model as the researcher hypothesized. The interactive reading model has attracted researchers' attention because it recognizes the reading process completely. Reading is a perceptual and cognitive process and so the model helps students to retain their prior knowledge, connect with the reading material and have a positive attitude towards reading. It aims at developing students' reading skills and strategies as well as increasing their language proficiency (Sam & Chamundeshwari, 2017).

The interactive reading model is superior to the other reading models, bottom-up and top-down, because it recognizes the interaction of the high-level and low-level reading processes simultaneously during the reading comprehension process. According to this model, students must be familiar with a set of reading skills and strategies for top-down

process, possess linguistic competence for bottom-up process and engage in an interactive compensatory process according to the text (Bo, 2016).

1.2 Context of the problem

Many EFL supervisors and teachers complain that preparatory school pupils lack reading comprehension skills. They have problems with understanding the implicit meaning of the text, inferring meaning from context, reading for details, summarizing the text etc. Also, they have low self-efficacy. This is due to some reasons such as the low amount of vocabulary and the poor level of grammar and structure. Also, they read word by word instead of reading in meaningful chunks. In addition, teachers spend most of the class period training students in drilling vocabulary and grammatical exercises as they teach for the sake of testing paying little attention to training pupils in reading skills and strategies and developing their reading self-efficacy.

This complaint could be supported by several studies some of which are Fitriyah (2019) and Awad (2022). The former noticed that students depend more on their language competency (bottom -up reading text) and less on activating their background knowledge (top-down reading text) due to focusing on the bottom –up model in teaching reading at schools. Also, they employ a limited number of reading strategies. The latter observed that students have low self-efficacy. They think that reading is quite difficult to accomplish and it needs much energy to understand the whole text.

To document the problem, the researcher conducted a pilot study. Twenty third-year preparatory pupils enrolled in Hassen Idrees preparatory school participated in the pilot study which consisted of a

reading comprehension skills test and a self-efficacy scale. Pupils were asked to answer some questions that measure their reading comprehension skills. Also, they were asked to respond to a short self-efficacy scale including ten statements. The results of the pilot study revealed that the majority (79%) have poor reading comprehension skills and low self-efficacy.

1.3 Statement of the problem

The problem of the present study could be stated in the lack of reading comprehension skills and low self-efficacy among third year preparatory school pupils. That is why the present study attempted to help them develop their reading comprehension skills and self-efficacy through using interactive reading model.

1.4 Aim of the study

The present study aimed at developing preparatory school pupils' reading comprehension skills and self- efficacy through the use of interactive reading model.

1.5 Questions of the study

The main question could be stated as follows:

What is the effect of using interactive reading model on developing preparatory school pupils' reading comprehension skills and self-efficacy?

This main question can be divided into the following sub-questions:

1. What is the effect of using interactive reading model on developing preparatory school pupils' overall reading comprehension skills?

2. What is the effect of using interactive reading model on developing preparatory school pupils' each reading comprehension skill?
3. What is the effect of using interactive reading model on developing preparatory school pupils' self-efficacy?
4. What is the relationship between the pupils' scores on the reading comprehension skills test and theirs on the self-efficacy scale?

1.6 Hypotheses of the study

To achieve the aim of the study, the following hypotheses were formulated:

1. There is a statistically significant difference at (0.05) between the experimental and the control groups' mean scores in overall reading comprehension skills post test in favor of the experimental group.
2. There is a statistically significant difference at (0.05) between the experimental and the control groups' mean scores in each reading comprehension skill post test in favor of the experimental group.
3. There is a statistically significant difference at (0.05) between the experimental and the control groups' mean scores in the post administration of self-efficacy scale in favor of the experimental group.
4. There is a statistically significant correlation at (0.05) between the experimental groups' scores on reading comprehension skills test and theirs on self-efficacy scale.

1.7 Delimitations of the study

The present study was delimited to:

- A group of pupils (N=60) enrolled in Hassen Idrees preparatory school at Fayoum governorate.
- Three EFL reading comprehension skills: literal, inferential and critical.
- The second semester of the academic year 2023 -2024.

1.8 Significance of the study

The present study might be significant to:

- developing preparatory school pupils' reading comprehension skills and self-efficacy.
- directing teachers' attention to the use of interactive reading in teaching reading.
- highlighting new avenues to researchers in EFL teaching and learning.

1.9 Definition of terms

Interactive reading model

Kulo, Odundo and Kibui (2019: 1) defined interactive reading model as" a process that entails learners dynamically receiving and interpreting information by engaging existing background knowledge, information in the text and context of reading to be successful in arriving at the meaning of the text". The researcher adopted such a definition.

Reading comprehension skills

Pearson (1980:156) defined reading comprehension as "a process of simultaneously extracting and constructing meaning through interaction and involvement with written language."

The term reading comprehension skills is used in the present study to refer to comprehension levels, literal, inferential and critical, under which there are some reading skills that preparatory school pupils should learn and use.

Self-efficacy

Bandura (1997: 3) defined self-efficacy as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances”

The term self-efficacy is used in the present study to refer to preparatory school pupils’ beliefs about their ability to successfully do reading tasks and activities in the reading class.

2. Review of literature

2.1 Nature of reading comprehension

Reading is the most important language skill to obtain information and get access to the foreign culture knowledge. It is a complex activity involving both perception and thought (Wahjudi, 2010). Comprehension is considered the essence of the reading process that requires not only the recognition of printed symbols but also the development of meaning to the words that the writer intends to transmit (Gamboa-González, 2017). Reading comprehension is a kind of language between an author and a reader in which the written language is the medium that causes the interaction or communication (Tikaningsih, 2020).

Reading comprehension is a constructive and interactive process in which readers learn to recognize, interpret, and comprehend the message of a written passage. A proficient reader makes sense of the print and look for meaning; s/he does not decode each letter or each word; instead, s/he takes the text and relates it to what s/he knows (Molina, 2018). It is the reader who has the role of giving meaning to the words and sentences s/he reads in order to build knowledge. The construction of meaning involves connecting information from the written text with the reader's previous knowledge to arrive at meaning (Gamboa-González, 2017).

Reading comprehension levels

Bilbao, Donguilla and Vasay (2016) pointed out that there are four levels of comprehension: literal or factual, inferential or interpretive, evaluative, and creative. The literal or factual level refers to readers' ability to decode words, give meaning in a context, determine word relationship, identify fundamental information and follow basic instructions. The interpretive or inferential level, on the other hand, belongs to higher order thinking as it requires employing the application and analysis process. Readers are expected to look into the relationships among statements in the given text and determine implicit ideas contained in the reading material through making inferences.

The evaluative or critical level requires readers to make personal judgments about the reading material. They can evaluate various aspects of the text such as the literary quality of the text, the competency of the author as well as characters' actions. The creative level is about going beyond what the author has written applying gained insights to new

situations. Thus, this level challenges readers to create or produce novel materials as evidence of their comprehension of the reading materials.

Teaching reading comprehension

During teaching reading comprehension, the teacher guides and facilitates learning, provides students with a chance to learn and sets the condition for learning (Sari, 2017). Wahjudi (2010) stated that guidance is done by leading students to do various activities at the three stages of reading comprehension including the pre, during/ whilst, and post reading . These stages are as follows:

1- Pre-reading stage

A reading lesson should begin with a pre-reading activity to introduce the topic and make sure that students have enough vocabulary, grammar, and background information to understand the text. The teacher should not introduce all new words or unfamiliar grammar. Pre-reading activities aim to motivate the learner, give a purpose for reading and activate background knowledge (Sood, 2015). Common activities in this stage are predicting from words/phrases, title/first sentences/key illustrations, readers' questions, general telling and sharing existing knowledge (Wahjudi, 2010).

2-During/ whilst-reading stage

In during/whilst reading stage, students read a text with a purpose or interest in mind. They try to gather information or data related to their earlier predictions. The teacher supports students identifying any crucial vocabulary items in context (Mena, 2020).

The main purpose of during/whilst reading activities is to guide learners through the reading process, giving them the opportunity to practice reading skills. These activities help learners 1) switch from the top-down model to bottom-up model and vice versa according to the difficulty level of the text, 2) vary speed of reading according to the purpose of reading (reading for gist or for details) and 3) understand cohesion (how sentences are linked together to achieve logical development) (Sood,2015). Common activities in this stage include modeled reading, skimming, scanning, rereading, asking and answering questions, summarizing, and reading aloud by the teacher (Wahjudi, 2010).

3-Post -reading stage

When the during-/whilst- reading stage is completed, the students are expected to have obtained new information from the text. This should bring about a change of some kind such as they would know more, or think or feel differently from before. Therefore, they ask, So what? , which leads to the connection between the new information the students are now familiar with and their lives.

Post reading activities aim to help learners 1) extend their schema - assimilate and accommodate the new information, 2) extend active vocabulary, 3) provide knowledge of grammar, 4) raise awareness about orthographic practices followed in written texts and 5) practice in spoken language, pronunciation, stress and intonation (Sood,2015). Common post reading activities are creating stories or end of stories, producing posters, reconstructing texts, and questioning the text or views of the writer (Wahjudi, 2010).

Factors affecting reading comprehension

Babashamsi, Bolandifar and Shakib (2013) stated that there are two main factors that affect reading comprehension including background knowledge and vocabulary knowledge. The background knowledge plays the most important part in the top-down process employed by effective readers in making meaning. Also, vocabulary knowledge is considered the single predictor of text comprehension. Efficient readers usually have a sufficient amount of vocabulary that can facilitate comprehension.

Sood (2015) pointed out that there are some factors that influence reading comprehension including lack of content and formal schema, reader's perception of the reading process and some affective factors. Such factors are as follows:

Content schema refers to background knowledge about the content area of the text. Relevant content schema must be activated while processing a text. The absence of content schema could delay reading comprehension.

Formal schema refers to formal, rhetorical organizational structures of different types of texts and genres such as stories, scientific texts, newspaper articles, expository and argumentative texts etc. Lack of formal schematic knowledge retards reading comprehension.

Reader's perception of the reading process is needed for effective reading for meaning. For example, reading for comprehension is a silent process. It is not reading aloud as many readers think.

Affective factors such as the reader's interest, motivation, self-confidence and anxiety have a strong bearing on reading for

comprehension. This is because they affect the nature and quantity of information that is acquired from the text.

Reading comprehension assessment

Brown (2004) stated that reading performance can be assessed using three types of assessment tasks including multiple-choice, impromptu reading plus comprehension, and short answer. The multiple-choice provides not only the vocabulary and grammatical items but also the context to assess the students' understanding of information in the text. They are as follows:

The impromptu reading plus comprehension task involves impromptu reading and responding to questions. In this test, students are provided with a reading passage followed by questions and have to respond to the items. The set of questions in impromptu reading covers the comprehension of some features of reading; 1) main idea, 2) expressions/idioms/phrases in context, 3) inference, 4) grammatical features, 5) details, 6) supporting idea(s), and 7) vocabulary in context.

In a short answer task, the students read a passage and then questions that must be answered in a sentence or two. The questions might cover the same specifications similar to the impromptu reading. Such types have the combination of form-focused and meaning-focused objectives. They cover the objectives of reading assessment especially in reading comprehension.

Studies related to reading comprehension

Some previous studies dealt with various methods and strategies to develop reading comprehension. Following are some most up- to - date ones:

Sobhi (2023) investigated the effect of using project-based learning on developing first year preparatory stage pupils' EFL reading comprehension skills. Participants were sixty-four first year preparatory stage pupils. A reading comprehension skills test was used to collect data. Results revealed that using project-based learning approach was effective in developing first year preparatory stage pupils' EFL reading comprehension skills. It is recommended that project-based learning be used in EFL classes in general and the reading class in particular.

Kabesh (2022) examined the effectiveness of implementing Green economy issues based on a CLIL approach in developing preparatory pupils' reading comprehension. Participants were a group of preparatory stage pupils (N=60) from one of Cairo language schools. They were randomly assigned to two groups: experimental and control. The experimental group was taught using the proposed Green economy issues unit based on a CLIL approach interactive reading whereas the control group received regular instruction. A reading comprehension test was used to collect data. Results revealed that the experimental group outperformed the control group in the reading comprehension skills. This proved that Green economy issues based on a CLIL approach developed participants' reading comprehension.

Salama (2022) investigated the effect of using a differentiated instruction based program to improve EFL preparatory stage pupils'

reading comprehension skills and self-efficacy. The study adopted the quasi-experimental design. The participants of the study were (N=40) second year preparatory school students from Ahmed Saad preparatory school, Met Ghamr, Al Daqahlia Governorate, Egypt. A reading comprehension skills test and a self-efficacy scale were used to collect data. Results revealed that the program based on differentiated instruction had a positive effect on developing second year preparatory students' reading comprehension skills and self-efficacy.

Muhammad , Qoura and Mohamed (2021) investigated the effect of using comic strips on developing reading comprehension of second year preparatory school pupils. Participants were one hundred-twenty students from AL-Robi preparatory school, Minia governorate. They were divided into two groups: treatment group (n=60) and non-treatment group (n=60) .A reading comprehension test was used to collect data. Results revealed that the comic strips strategy was effective in developing second year preparatory school pupils' reading comprehension skills in English as a foreign language.

Gergis (2020) investigated the effectiveness of a program based on connectivism theory in developing preparatory stage pupils' EFL reading comprehension skills. Participants were (N=62) preparatory stage pupils. They were randomly assigned to two groups: experimental and control. A reading test, reflection logs and a satisfaction questionnaire were used to collect data. Findings showed that the program positively influenced preparatory school pupils' reading comprehension.

Saleh (2019) investigated the effect of 4MAT strategy on developing preparatory school pupils' reading comprehension and critical thinking skills. Participants were 60 third year Hassan Idrees preparatory school pupils' at Fayoum governorate. They were randomly assigned to two groups: experimental (N=30) and control (N=30). A reading test and a critical thinking scale were used to collect data. Results showed that the use of 4MAT strategy proved to be effective in developing preparatory school pupils' reading comprehension and their critical thinking skills.

As shown in the previous studies, reading comprehension can be developed via several methods. The present study is similar to previous studies as it aims to develop reading comprehension for preparatory stage pupils. The researcher benefited from previous studies in designing study instruments. The main difference between the present study and previous studies is that it makes use of interactive reading to develop reading comprehension.

The researcher hypothesized that interactive reading can be considered as one of the methods or models used to develop reading comprehension as well as self-efficacy. The following section is about self-efficacy.

2.2 Self-efficacy

Self-efficacy is a personal belief about what an individual is capable of learning or doing by means of organizing and carrying out actions that lead to a successful outcome. The term self-efficacy is concerned with people's beliefs in what they can do regardless of the skills they actually possess. This is because people might have the same level of knowledge and abilities, but they perform an assignment differently because they

have dissimilar beliefs in their abilities (Unrau ,Rueda, Son ,Polanin ,Lundeen and Muraszewski ,2017).

Sources of self-efficacy

Bandura (1997) stated four main sources of self - efficacy including mastery experiences, vicarious experiences, verbal persuasion and physiological state. Tobing (2013) pointed out that mastery experiences refer to successes and failures that people experience, and this factor is believed as the most influential source of self-efficacy. Successes raise efficacy beliefs, while failures lower them. Besides own experiences, vicarious experiences may affect self-efficacy. Other's successes may persuade people that they can perform similar tasks. Verbal persuasion can contribute to people's self-efficacy beliefs that they can perform a certain task. In addition, physiological state like stress , anxiety and fear may affect self-efficacy.

Self-efficacy and language learning

Self-efficacy is one of the main affective factors that influence emotional sides of the learners. Several research studies have shown that self-efficacy affects success and failure of the students in language learning (Kargar & Zamanian, 2014). Language and emotion are two related systems in use, in that one system (emotions) impacts the performance of the other (language). Self-efficacy is a factor that helps differentiate successful from unsuccessful language learners. High self-efficacious learners perform better than low self-efficacious ones in language courses (Ghonsooly & Elahi, 2010). In addition, self-efficacy is considered as a factor that can determine and predict performance and

academic achievement to a greater extent than real ability since inefficacious and less efficacious learners achieve lower than highly efficacious ones(Fajarini ,2020).

Characteristics of high and low self-efficacious pupils/ students

Walidaini (2020) pointed out that high self-efficacious pupils/ students are different from low self-efficacious ones. High self-efficacious pupils/ students maximize their effort to complete tasks, work hard and never give up easily when they face difficulties. They are less stressed, take difficult situations as challenges and also believe that failure is part of the learning process. So, they do their best to overcome their problems and find appropriate learning strategies.

In contrast, failure strongly affects those who possess low self-efficacy. Low self-efficacious pupils/ students do not complete the assignment when they face problems and give up easily because they think it is the maximum effort that they can do in learning. They hesitate about their capabilities to do the tasks and feel anxious to participate in classroom activities.

Self –efficacy and reading comprehension

Self- efficacy plays an important role in reducing reading comprehension anxiety among EFL learners. Readers with high self-efficacy in reading engage in more reading-related activities and participate actively during the learning process. They experience lower anxiety than those with low self-efficacy because of the experiences they have gained in reading (Ghonsooly & Elahi, 2010).

Shehzad, Lashari, Alghorbany and Lashari (2019) pointed out that self-efficacy sources are significant predictors of reading comprehension. So, EFL teachers should inculcate self-efficacy sources in their students to raise their reading self-efficacy beliefs. Concerning mastery experiences, the teachers should remind the students about their previous accomplishment related to reading in order to boost their reading self-efficacy beliefs. Regarding vicarious experiences, the teachers ought to introduce positive models in front of their students. Students can observe how such models do reading activities successfully and consequently raise their expectation about what they can do. In terms of verbal persuasion, the students should be provided with positive feedback related to their reading skills to give them the chance to experience success. Finally, to address physiological state, the teachers should try to decrease anxiety among students to help them believe in their reading abilities.

Studies related to self - efficacy and reading comprehension

There are several studies that examined the relationship between self - efficacy and reading comprehension. To the researcher's knowledge, the most up –to- date studies are as follows:

Shehzad et al. (2019) investigated the effect of self-efficacy sources on reading comprehension. A group of 351 Saudi EFL learners were selected from eight public universities of Kingdom of Saudi Arabia . A correlational research design was used. A questionnaire for sources of reading self-efficacy , a reading self-efficacy beliefs questionnaire, and an IELTS reading comprehension test were used to collect the data. Results revealed that the four self-efficacy sources were significantly

associated with reading self-efficacy beliefs. Also, reading self-efficacy beliefs were significantly associated with reading comprehension.

Yoğurtçu (2013) examined the impact of self-efficacy belief on reading comprehension and academic achievement. Participants were 556 university students. A self –efficacy scale was used to collect data. Results confirmed the positive effect of self-efficacy on reading comprehension and academic achievement.

Hamodi (2012) investigated the correlation between students' self-efficacy and final grades in an academic reading course. Participants were 43 students enrolled in Language and Art Department Satya Wacana Christian University. A questionnaire was used to collect data. Results showed that there was a significant correlation between students' self-efficacy and final grades. Students with high self- efficacy felt more confident during reading activities.

Naseri and Zaferanieh (2012) explored the relationship between reading self-efficacy beliefs, reading strategies use and reading comprehension level of Iranian EFL learners. Participants were eighty EFL Junior and Senior students. Michigan reading comprehension test, a self-reported reading strategy use questionnaire, and a reading self-efficacy questionnaire were used to collect data. Results indicated that a) there were significant strong positive correlation between reading self-efficacy beliefs and reading comprehension and also between reading self-efficacy beliefs and reading strategies use, b) the most frequent use of reading strategy was found to be cognitive strategy, followed by testing strategy, meta-cognitive strategy, and finally compensatory strategy.

As shown in the aforementioned studies, reading self-efficacy beliefs are significantly associated with reading comprehension. So, teachers should empower students with the most effective models or methods to develop reading comprehension skills and self-efficacy. Among these effective models or methods is interactive reading. The following section is about interactive reading.

2.3 Interactive reading model

Reading is not a simple activity that requires looking at the written or printed text. The essence of reading is the process of interaction that takes place between the reader, the text and the author. There are three models of reading including the bottom –up model where reading is considered as decoding what the writer has encoded, the top-down model where reading is regarded as a concept –driven process and the interactive mode where reading is considered as an interactive compensatory process (Sood, 2015). These models are discussed in detail in the following section.

The bottom-up reading model

The bottom-up reading model is considered the first and oldest model of teaching reading (Tran-Thanh, 2014). It refers to a kind of processing in which meaning is derived from the accurate, sequential processing of words (Gunning, 2010). This model considers reading as decoding a series of written symbols for making sense of the text(Babashamsi et al., 2013). Readers begin with decoding letters, words and syntactic features of the text, then they build textual meaning. They work mainly from the smallest to

the largest units of the text ignoring their prior or background knowledge (Suraprajit,2019).

This model assumes that a reader proceeds by recognizing letters, understanding the series of letters into words and stringing words into phrases and sentences. In other words, comprehension is gained when the reader tries to focus on the words or compound words. Therefore, it is clear that this model emphasizes reading as a process of finding data from the text through proceeding from the part to the whole without actually considering something in the mind of the reader (Amaritha, 2013).

Advantages of the bottom-up reading model

This model is commonly used because it has several advantages. First, it is suitable for beginners or low proficient readers who do not have good reading skills and usually have to spend time examining the text carefully to gain a better understanding. Second, it meets the needs of those who need to understand the text intensively like a reader who reads the process of doing something he needs to perform carefully; or a reader who needs to analyze a literary work in depth. Third, teachers use this model to concentrate on vocabulary and grammatical structures (Nagao,2002). This is because teaching activities associated with this model aim to help students overcome vocabulary and grammar difficulties that make them struggle at the reading time. This model helps students to reach vocabulary mastery (Mena, 2020).

Disadvantages of the bottom-up reading model

Despite its advantages, the bottom-up model is problem – causing as it ignores activating students’ schemata. It underestimates the crucial role of the relevant background knowledge and the use of reading strategies that facilitate the comprehension process. Also, over–reliance on decoding every single word may hinder students’ overall understanding due to the limited capacity of working memory. This is because slow readers can forget the meaning of the preceding reading (Babashamsi et al., 2013).

In addition, this model is not suitable for advanced learners who might be demotivated and bored to construct the meaning of the text through decoding words without applying their prior knowledge as a tool to interact actively with the text (Akbar,2013). The need for a model which allows readers to use their prior knowledge to comprehend any text leads to the emergence of the top-down reading model (Tran-Thanh, 2014).

The top-down model

As a response to the need for an alternative model in place of bottom-up processing, the top-down reading model goes in an opposite direction. It emphasizes what the reader has already known about the topic of the text and may bring to it as a process proceeding from the whole to the part. It activates students’ prior knowledge about the text making them predict what the text is about. Then, they search the text for information to verify or refute their predictions (Amartha, 2013; Akbar, 2013).

This model requires an interaction between thought and language. Cognitive and language competences have the main role in the development of meaning in the reading process. So, one's knowledge has a large effect on the direction and results of reading activities. Harmony in knowledge will provide a positive contribution, while lack of innate knowledge will slow the process of understanding the meaning of the text (Amartha, 2013). Thus, this model reflects the way that normal readers may employ when coming to real-life reading as it makes use of readers' contextual knowledge of the text (Nagao,2002).

Advantages of the top-down model

In contrast to the bottom-up model that emphasizes reading as a passive process where the learner explicitly decodes meaning from text, the top-down model is an active one. In this model, the learner has the chance to interact with the text by means of his/her experience, intelligence and expectation which consequently make reading more communicative. Also, knowing something about the reading text gives students a basic understanding of the content and helps them make predictions that can facilitate the reading process. Moreover, the use of top-down model in EFL classrooms helps to create a positive learning environment in which the teacher asks them to share the knowledge they have in different fields. Students feel more confident and involved when the content of the reading lesson is related to what they already know (Tran-Thanh, 2014; Amartha, 2013).

Disadvantages of the top-down model

Despite its importance in activating students' schemata and increasing their interaction, the top-down model is only suitable for advanced students who have high linguistic levels and rich background knowledge. It is unsuitable for beginners due to their limited mastery of linguistic features and undeveloped experience and background. (Akbar,2013). Thus, the need for a model which combines the advantages of both bottom-up and top-down reading models leads to the emergence of the interactive reading model.

Interactive reading model

The interactive model is considered the most comprehensive description of the reading process (Mena, 2020). It is a combination of bottom-up and top-down reading models in which the reader tries to draw out the meaning through active interaction with the text (Babashamsi et al., 2013). It is superior to the other reading models because it combines the advantages of both bottom-up and top-down models employing both high-level and low-level reading processes. This is supported by the study of Akbar (2013) who examined whether using the interactive model is more effective than the bottom-up model in improving the reading ability of the tenth grade students. Results showed that the interactive reading model was more effective in improving students' reading comprehension than the bottom-up model.

In the interactive reading class, students must be familiar with the top-down reading skills such as predicting, previewing, guessing, etc. as well as bottom-up reading skills such as word recognition, phonemic awareness, decoding, vocabulary

development, and understanding syntax etc. (Bo, 2015). While top-down process would make reading more natural when students make predictions about the text before they go deeply into details, bottom –up process would allow low proficient students to have the opportunity to examine the text more carefully to gain a better understanding as well as to develop a wide range of vocabulary items (Tran-Thanh, 2014).

According to the interactive model, reading is neither a top-down process nor a bottom-up one; it is an interactive compensatory process. In other words, reading is both a reading problem(a set of reading strategies) and a language problem. Competent readers possess a set of reading skills and strategies for top-down process, and linguistic competence for bottom –up process. They are engaged in an interactive compensatory process shifting from one focus to another based on the requirements of the text (Sood, 2015). They employ both lower-level word decoding progression and higher-order process of discourse structure (Kulo et al., 2019).This is because meaning construction occurs as a result of quick and natural access to word recognition as well as interpretation skills.

In interactive reading, teachers have to conduct both the top-down and the bottom-up processing in a balanced way since both play an important role in the interactive reading model. Over-reliance on text or on background knowledge may cause negative results. For example, some students may overcompensate for the lack of relevant schemata by reading in a slow text-bound manner,

while some other students may overcompensate by guessing (Kulo et al., 2019).

Advantages of the interactive reading model

The interactive reading model is a broader view of the nature of reading in which the advantages of the top-down and bottom-up reading models are taken into consideration. Students have the opportunity to employ a wide range of top-down and bottom-up strategies and skills to facilitate the comprehension process. They are engaged in higher and lower levels of text processing during reading (Kulo et al., 2019).

Also, the interactive model suits the needs of the students with beginner, intermediate and advanced levels because it focuses on the good sides of both top-down and bottom-up models (Akbar, 2013). Beginners usually use low-level processing skills, while advanced learners employ high-level processing skills to construct meaning of the reading text. The reading process involves mental practices that allow the reader to go from a decoding process to a comprehension process (Mena, 2020).

To sum up, there are three main models of teaching reading including top-down model, bottom-up model and interactive model. The bottom-up model considers reading as decoding a series of written symbols for making sense of the text overemphasizing some formal features of the language. In contrast, higher –level cognitive processes form the base of the top-down model in which readers' prior knowledge plays a crucial role in constructing meaning. The interactive model combines the advantages of top-down and

bottom-up reading models enabling students to use various strategies and skills. It enables learners to be fluent readers and experts in interpretation skills.

Principles of the interactive model

Tran-Thanh (2014) suggested four principles in adapting reading lessons following the interactive model as follows:

1. The model of “Pre-While-Post” reading should be followed to keep the structure of the lesson.
2. In any lesson where one of the two (top-down or bottom-up) is not utilized, exercises/tasks of that kind should be designed and introduced by teachers.
3. While reading, the teacher should follow the following stages:
 - a- Top-down process should be used at first to gain a general understanding of the whole text.
 - b- Bottom-up oriented exercises/tasks should be done simultaneously while reading the text.
4. Vocabulary practice exercises should be conducted by teachers after presenting all the necessary lexical items.

The interactive model in EFL classrooms implementation

To apply this model, the teacher starts with teaching the reading materials using the top-down model by questioning the students about several terms related to the main topic activating their previous knowledge and ends with using the bottom-up model by reviewing the smallest units of language that the students have learnt (Akbar,2013).

In the interactive model, the learning process is considered as the product of negotiation, giving and taking. Teachers usually resort to pair or group work, and to a variety of activities that will prepare the students to use language not only in the school context, but also in the real world. Such a model focuses on the form by which teachers expose their topics, give instructions, guide students and give them free practice. Thus, there will be a discovery process from learners and they will become more motivated and involved. Learning is considered an act from the learners and teaching is a cognitive process that arises from interaction (De Oliveira Medeiros, 2003).

Studies related to interactive reading and reading comprehension

There are many studies concerned with the use of interactive reading model to develop reading comprehension. To the researcher's knowledge, the most up -to- date studies are as follows:

Mena (2020) analyzed the impact of the interactive reading on learner's reading comprehension in an EFL setting. Participants were seventh graders from a public school, located in Manizales-Caldas. The action research design was adopted. Data were collected through using reading tests, classroom observations, and a survey. The results confirmed that activities focusing on interactive reading helped pupils to identify details and main ideas, intentionality of the author and prediction of meaning. Also, the use of reading comprehension strategies boosted pupils' reading comprehension.

Çetinkaya, Ates and Yildirim (2019) investigated the effect of interactive reading activities on elementary pupils students' reading comprehension skills. Participants were 705 pupils (358 males, 347 females) studying at four state schools of low socioeconomic level in Polatli district of Ankara. Three hundred and nine pupils were in the second grade, 200 of them were in the third grade and 196 of them were in the fourth grade. Pre-posttest one-group quasi-experimental design was employed. The results showed that the interactive reading activities had a large effect on pupils' posttest scores in regard to reading comprehension.

Kulo et al. (2019) examined the influence of interactive reading on reading comprehension. Participants were 209 learners in eight sub county mixed day public secondary schools in Kisumu County. They were randomly assigned to experimental and control groups. The quasi experimental design was adopted . Data was collected through reading skills assessment tests, questionnaires, interviews and focus group discussions. the Results revealed that interactive reading practices resulted in enhanced reading comprehension.

Gamboa-González (2017) examined the effect of the interactive model of reading on sixth graders' reading comprehension. Participants were twenty pupils from sixth grade enrolled in the reading plan project at a private school in Bogotá . An action research is adopted. Data were collected through pupils' journals, artifacts, two questionnaires and field notes. Results revealed that the activities based on the interactive model of reading helped pupils comprehend the stories they read giving them

the opportunity to interact with the text, the writer and their partners in order to create meaning.

Amartha (2013) examined the effect of interactive reading on reading comprehension. Participants were 65 students of X grade of SMK N5 Yogyakarta. They were divided into two groups: an experimental group (N= 33) and a control group (N=35). The experimental group was taught reading interactively while the control group received regular instruction. The results showed that the mean score of the experimental group was higher than that of the control group. They also revealed that there was a significant difference in reading comprehension ability between the students taught using interactive approach and those taught without using it. It can be concluded that the interactive model is effective in improving students' reading comprehension ability.

The previously mentioned studies investigated the effect of interactive reading on developing reading comprehension. The results of these studies indicated that interactive reading proved to be effective in developing reading comprehension. This gives a rational for conducting the present study.

A. Participants

The participants of the current study consisted of two groups: experimental (N = 30) and control (N = 30). They were randomly selected from third year pupils enrolled in Hassen Idrees preparatory school, Fayoum governorate, Egypt.

B. Design

The researcher used the quasi experimental with experimental/control pre/posttest design.

C. Instruments and materials

To fulfill the aim of the current study, the following instruments were designed:

- 1- A reading comprehension checklist
- 2- An EFL reading comprehension skills pre/post test
- 3- A self-efficacy scale
- 4- A teacher's guide

3.1 The reading comprehension checklist

3.1.1 The aim of the reading comprehension checklist

The reading comprehension checklist aimed at identifying the required and suitable skills for participants. It was developed in the light of a systematic and accurate review of literature and previous studies.

3.1.2 Validity of the reading comprehension checklist

The checklist was submitted to a panel of jury members (N=7) (See Appendix A). They were asked to determine its validity in terms of clarity and suitability for the required skills and students' level. They indicated that the checklist is valid after making some modifications. Some statements were deleted and some others were added. Then, the final version of the checklist was prepared (See Appendix B).

3.2.1 The EFL Reading Comprehension Skills Pre-Post Test

After making the reading comprehension skills checklist and validating it by a panel of TEFL jury members, the EFL reading comprehension skills pre/posttest was prepared.

3.2.2 The aim of the EFL Reading Comprehension Skills Pre-Post Test

The aim of the reading comprehension skills test was to measure participants' reading comprehension skills before and after treatment. It was used as a pre- posttest. As a pretest, it aimed at determining participants' level in reading comprehension skills before the treatment. As a post test, it was used to investigate the effect of interactive reading model on developing the participants' reading comprehension skills.

3.2.3 Description of the test

The reading skills pre-posttest consisted of two reading texts selected and adapted to third year preparatory school pupils. Each reading text included three main questions: multiple choice, Wh and summarizing questions to measure pupils' literal, inferential and critical reading comprehension levels (See Appendix C).

3.2.4 Validity of the test

The EFL reading comprehension test was submitted to a panel of jury members. They were asked to determine the validity of the test in terms of clarity and suitability for the pupils' level. They indicated that the test is clear and suitable for the pupils' levels (Face Validity). To ensure the content validity of the test, it was developed in the light of a systematic and accurate review of literature and previous studies. This accurate and systematic review determined the general form of the test,

and how it should be graded and/or scored. Therefore, the content of the test was representative of the skills that were intended to be measured. Thus, the test is valid.

3.2.5 Reliability of the test

The split -half method was used to determine the reliability of the test. The correlation coefficient was (0 .75) reflecting that the test is reliable.

3.2.6 Piloting the test

Piloting the test aimed at determining clarity, readability and estimating the time needed for taking the test. The test was piloted on (15) pupils other than those of the main treatment. The reading comprehension test time was 55 minutes (+5 for test directions). This took place by computing the time taken by each pupil divided by the total number of the pupils .

$$\text{Test time} = \frac{830}{15} = 55+5(\text{test directions}) = 60 \text{ minutes}$$

3. 3 The self-efficacy scale

3.3.1 The aim of the self-efficacy scale

The scale aimed at collecting data and measuring participants' self-efficacy before and after the treatment.

3.3.2 Description of the scale

The self-efficacy scale was designed after reviewing Bandura's well-known guide for constructing self –efficacy scales (2006). The present scale consisted of 25 statements. It includes some statements prepared to measure the pupils' self-efficacy in reading in general and their self-efficacy in interacting with the text using various reading strategies. The

pupils are asked to put a (√) in the suitable place which best indicates how often they believe they are able to do on a 3-point Likert scale, ranging from cannot do (1), moderately can do (2) and certain can do (3) (See Appendix D).

3.3.3 Validity of the scale

To estimate validity, the scale was submitted to a panel of jury members. They indicated that the scale is valid. (See Appendix D).

3.3.4 Reliability of the scale

The split -half method was used to determine the reliability of the scale. The correlation coefficient was (0 .72) reflecting that the scale is reliable.

3.4 The teacher's guide

3.4.1 Aim and objectives of the teacher's guide

The teacher's guide aimed to help preparatory school teachers teach reading through interactive reading model. It could also guide them while teaching reading to preparatory school pupils (See Appendix E).

Objectives

By the end of the sessions, pupils are expected to be able to:

- Identify the general idea.
- recognize supporting details.
- express their opinions about various situations in the reading text.
- suggest another title to the lesson.
- infer the implicit meaning of the text.

- predict what the text is about.
- evaluate different events and characters in the reading passage.
- compare and contrast different events.
- pass judgment.
- formulate appropriate questions about the text.
- guess the meaning of unknown words based on the context.
- identify pronoun reference
- summarize the text.

3.4.2 Content

The researcher adapted some of English lessons of the second semester of the academic year 2023/2024 to be taught via interactive reading. The sessions were shown in the following table:

Table (1) Sessions of the teacher's guide

Session	Title
1-	An introductory session
2-	Fossils of the desert
3-	Black Beauty
4-	Climate Change
5-	The Iron Woman
6-	Prize-winning Egyptian helps NASA
7-	Exploring space - past and present
8-	We couldn't live without satellite technology
9-	The mother of all broadcasters
10-	Khaled's blog

These sessions were ten in addition to one for pre testing and one for post testing. The total number of the sessions were 12.

3. 4.3 Techniques and activities

Various pair and group work activities were used in each session. The researcher prepared many activities to encourage students to practice various reading skills paying more attention to pupils' interaction with each other, the text and the researcher. Also, individual and group pupils were encouraged to self - question and generate questions of their own.

3.4.4 Evaluation

Two types of evaluation were used: formative and summative. Formative evaluation was represented in the questions , activities and quizzes pupils were asked to answer during the lessons while summative evaluation was represented in the reading skills posttest.

3.4.5 Experimental procedures

- **Pre-testing**

Pre-testing took place on 26th February 2024. This was done to identify the students' entry level before treatment. Also, the self-efficacy scale was administered to measure pupils' self-efficacy level.

- **Teaching sessions**

The experimental group pupils were taught using interactive reading model. There were 10 sessions devoted to enhancing the experimental group pupils' reading comprehension skills and self-efficacy. They began on 3rd March 2024 and ended on 15th April 2024.

In the first session, the researcher introduced interactive reading model to the pupils and explained what they were going to do. Then, she trained them in reading using the interactive reading model. She started each session with asking pupils some questions to activate their prior knowledge about the text and then she trained them in using various reading skills. Various activities were carried out to help pupils practice different reading skills. Pupils were encouraged to make predictions, share their ideas and perspectives, make connections, and summarize the reading text. They were also required to ask and answer additional questions about the reading text increasing their interaction with the text and developing a deeper understanding of it. The researcher focused on group reading and group activities to encourage pupils to interact with each other.

Throughout sessions, the researcher introduced positive models in front of the pupils, reminded them about their previous accomplishment and provided positive feedback related to their reading abilities in order to develop their reading self-efficacy and decrease reading anxiety. This helped them have a sense of competence and control over reading activities enhancing their confidence in their reading abilities.

- **Post-testing**

At the end of the treatment, the researcher evaluated pupils' progress through administering the reading post-test and the self-efficacy scale. This was done to investigate the effect of

interactive reading model on developing experimental group pupils' reading comprehension skills as well as self-efficacy.

Data were treated statistically and the results and discussion are dealt with in the following section:

4. Results of the study

The results of the present study are presented in the light of the study hypotheses using the statistical package for social sciences (SPSS).

4.1 The first hypothesis

The first hypothesis stated that "There is a statistically significant difference at (0.05) between the experimental and the control groups' mean scores in overall reading comprehension skills posttest in favor of the experimental group " .

Table (2) " t" value of the experimental and the control groups in the post administration of overall reading comprehension skills

Group	N	Mean	S.D	t-Value	D.F	Sig.	Effect size
Experimental	30	14.03	1.63	18.06	58	0.05	0.84
Control	30	5.80	1.95				

Table (2) shows that experimental group pupils' posttest scores are significantly higher than the control group ones in overall reading comprehension skills. They attained a higher mean score in the posttest (14.03) than that of the control group (5.80). t – value is (18.06) and this difference is significant at (.05) level .Thus, the first hypothesis of the study was supported. The effect size was (0.84) proving a large effect size.

4.2 The second hypothesis

The second hypothesis stated that "There is a statistically significant difference at (0.05) between the experimental and the control groups' mean scores in each reading comprehension skill posttest in favor of the experimental group".

Table (3) " t" value of the experimental and the control groups in the post administration of each reading comprehension skill

reading comprehension skills	Groups	N	M	S.D	t- Value	D.F	Sig.
Literal	Experimental	30	4.58	0.76	6.62	58	0.05
	Control	30	2.80	1.27			
Inferential	Experimental	30	4.67	0.79	12.75	58	0.05
	Control	30	1.774	0.99			
Critical	Experimental	30	4.77	0.61	19.48	58	0.05
	Control	30	1.20	0.80			

Table (3) shows that the t- value of literal level is (6.62) that is significant at (0.05) level in favor the experimental group. Also, the t- value of inferential level is (12.75) that is significant at (0.05) level in favor of the experimental group. In addition, the t- value of critical level is (19.48) that is significant at (0.05) level in favor of the experimental group. Thus, the second hypothesis of the study was supported.

4.3 The third hypothesis

The third hypothesis stated that "There is a statistically significant difference at (0.05) between the experimental and the control

groups' mean scores in the post administration of self-efficacy scale in favor of the experimental group".

Table (4) " t" value of the experimental and the control groups in the post administration of self-efficacy scale

Group	N	Mean	S.D	t-Value	D.F	Sig.
Experimental	30	16.35	1.28	7.72	58	0.05
Control	30	11.38	2.79			

Table (4) shows that the experimental group pupils' post administration scores are significantly higher than the control group ones in self-efficacy scale. They attained a higher mean score in the post administration (16.35) than that of the control group (11.38). t – value is (7.72) and this difference is significant at (0.05) level. Thus, the third hypothesis of the study was supported.

4.4 The fourth hypothesis

The fourth hypothesis stated that "There is a statistically significant correlation at (0.05) between the experimental group pupils' scores on reading comprehension skills test and theirs on self-efficacy scale".

Such correlation is shown in table (5).

Table (5) Pearson Correlation between the experimental group pupils' scores on reading comprehension skills test and theirs on self-efficacy scale

Experimental group		Reading comprehension skills test	Self-efficacy scale
Reading comprehension skills test	Pearson correlation	1	.870
	Sig. (2-tailed)		.001
	N	40	40
Self-efficacy scale	Pearson correlation	.870	1
	Sig. (2-tailed)	.001	
	N	40	40

Table (5) Shows that there is a significant correlation between the experimental group pupils' scores on reading comprehension skills test and theirs on self-efficacy scale (.870) at (0.05). Thus, the fourth hypothesis of the study was supported.

5. Discussion of the Results

The aim of the present study was to develop third year preparatory school pupils' reading comprehension skills and self-efficacy using interactive reading model. The experimental group improvement in the reading comprehension skills was not only in overall reading comprehension skills, but also in each reading skill/component of the reading comprehension skills. This is due to the use of interactive reading that combined the advantages of both top –down and bottom-up models.

The interactive reading model helped experimental group pupils employ a wide range of strategies using bottom-up and top –down

processing. The use of several reading skills and activating pupils' prior knowledge about the reading text increased their conceptual interaction and interactive capacities. This helped them connect new information with the previously learned information, make predictions, confirm their guesses, ask and answer additional questions and summarize new information developing a deeper understanding of the reading text.

Also, interactive reading model provided a student – centered learning environment that promoted interaction between pupils themselves, pupils and the text as well as pupils and the researcher. Interactive reading, as a cognitive process, takes place as a result of the interaction between the three main components; pupils, text and the teacher. It enabled pupils to share their previous knowledge, ideas and perspectives with the teacher and their classmates, carry out group activities and engage more deeply with the text using various reading skills and strategies.

Moreover, interactive reading model helped increase pupils' self-efficacy. Pupils were encouraged to read in groups which, in turn, helped reduce their reading anxiety as they had the chance to share their thoughts and build on each other's ideas. They were also trained on using various reading skills that helped deepen their understanding of the text and develop a sense of control over their reading. During reading activities, the researcher reminded pupils about their previous accomplishment to enhance their confidence in their reading abilities. She provided them with positive feedback to help them experience success and pointed to some groups as

positive models to raise their classmates' expectations about what they can do.

In addition, there was a significant and positive relationship between pupils' scores in reading comprehension skills and self-efficacy. Pupils with high self-efficacy got better scores in reading comprehension test. They were more engaged in reading activities and actively participated in the class.

The pupils' reactions were positive and satisfactory. Following are some of pupils' comments:

- *I understood the text better when reading in groups.*
- *In my group, my classmates and I could read and understand any text.*
- *I enjoyed sharing what I knew about the text with the teacher and my classmates.*
- *I accepted receiving feedback from my classmates.*
- *I depended on pictures and tables to guess what the text was about.*
- *I can use different reading strategies.*
- *I can say that I am a good reader.*

The results of the study revealed that interactive reading model proved to have a large effect on developing pupils' overall reading comprehension skills and self-efficacy. These results are in line with the those of Mena (2020) who confirmed that the interactive reading activities boosted reading comprehension for pupils who are just beginning to learn English. They are also consistent with those of Kulo et al. (2019) who revealed that interactive reading practices resulted in enhancing reading comprehension.

Finally, the results of the present study agree with those of Gamboa-González (2017) who assured that the activities based on the interactive reading model helped pupils to interact with the text, the writer and their partners in order to create meaning. Students were able to activate their schemata using their previous knowledge and experiences, make predictions, confirm their guesses, compensate weaknesses using the interactive processes proposed in the model and construct meaning collectively.

5. Limitations

The researcher encountered the following limitations:

- 1- In the first session, the researcher encountered some difficulties. For example, most of pupils were not familiar with reading in groups because they were used to read individually, but the researcher encouraged them to interact with and help each other to comprehend the reading text.
- 2- Most pupils had difficulty using some reading skills such as guessing the meaning of unknown words, formulating additional questions and summarizing. So, she provided some examples as models to help them to practice these skills.
- 3- Some pupils felt they were not efficacious and avoided participating in the reading class. The researcher encouraged them providing frequent positive feedback that helped them become active readers.

7. Conclusions

The results of the study showed that experimental group pupils' reading comprehension skills and self-efficacy were improved after the use of interactive reading. Therefore, the significant differences were in favour of the experimental group pupils. This can be ascribed to the implementation of interactive reading model that provided them with the opportunity to engage more deeply in reading activities.

The experimental group outperformed the control group in overall reading comprehension skills as well as each reading comprehension skill. This is because the use of interactive reading model enabled the experimental group pupils to examine texts more carefully to gain a deeper understanding through using low-level processing skills(bottom-up model) and high-level processing skills (top-down model). They were also actively engaged with each other and the researcher rather than passively receiving information from the text.

Moreover, the use of interactive reading model helped experimental group pupils to develop self-efficacy. Focusing on the active engagement of pupils with the text, each other and the researcher, interactive reading decreased their reading anxiety and built their confidence in their ability to comprehend any reading text whatever its difficulty. They became more engaged in reading activities and felt more confident in their reading abilities.

8. Recommendations of the study

In the light of previous results, the following recommendations could be presented:

1. Curriculum designers should focus on the activities and strategies that promote pupils'/ students' interactive reading when designing English courses.
2. Enriching the curriculum with other reading models and strategies that increase pupils' interaction and engagement.
3. EFL teachers should receive pre-service and in-service training in using interactive reading model in EFL classes.
4. Interactive reading model should be emphasized in different educational stages.

9. Suggestions for further research

Based on the results of the present study the following suggestions are presented.

- 1- Investigating the effect of interactive reading model on reducing learners' reading anxiety.
- 2- Investigating the effect of interactive reading model on developing students' higher order thinking skills.
- 3-Using online interactive reading model to develop college students' reading skills and self-efficacy.
- 4-Investigating the effect of interactive model on developing other language skills.

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