Boosting Oral Communication Skills: Effective Interactive Strategies for EFL Students at Naser Faculty of Education

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ABSTRACT

This study aimed to evaluate the effectiveness of interactive strategies in enhancing oral communication skills among female EFL students at the Faculty of Education Nasser, University of Zawia. The research problem stemmed from the observation that many students encounter difficulties in speaking English, particularly in relation to grammatical accuracy, pronunciation, fluency, and self-confidence during oral interaction. To address these challenges, a range of interactive classroom activities was implemented, including group discussions, role-playing, individual presentations, and the use of supportive technological tools.

The study adopted a descriptive analytical approach. Data were collected from a sample of twenty students through a structured questionnaire designed to measure their perceptions of the effectiveness of these strategies. The findings revealed that most participants held positive attitudes toward interactive activities and reported noticeable improvements in their oral communication abilities, as well as increased fluency and confidence in using English. Group discussions and role-playing were identified as the most effective techniques in promoting classroom participation and meaningful communication.

Based on these findings, the study recommends the systematic integration of interactive tasks in EFL instruction, the effective use of modern educational technologies, the promotion of collaborative learning environments, and the provision of continuous professional training for teachers. It also highlights the importance of formative assessment and immediate feedback in supporting students' motivation and communicative competence.

Keywords: English Language, Oral Communication, Interactive Strategies, Speaking Fluency, English Language Teaching.

تعزيز مهارات التواصل الشفهي: استراتيجيات تفاعلية فعالة لطلاب اللغة الإنجليزية كلغة أجنبية في كلية التربية ناصر"

سماح الصويل

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ملخَّص البحث

تهدف هذه الدراسة إلى تقويم فاعلية الاستراتيجيات التفاعلية في تنمية مهارات التواصل الشفهي لدى طالبات اللغة الإنجليزية كلغة أجنبية بكلية التربية ناصر في جامعة الزاوية .وتنطلق إشكالية البحث من ملاحظة التحديات التي تواجهها الطالبات في مهارة التحدث، ولا سيما ما يتعلق بإتقان القواعد اللغوية، ودقة النطق، ومستوى الطلاقة، وضعف الثقة بالنفس أثناء التفاعل الشفهي. ولتحقيق أهداف الدراسة، تم توظيف مجموعة من الأنشطة التفاعلية التي شملت المناقشات الجماعية، وتمثيل الأدوار، والعروض التقديمية الفردية، إلى جانب استخدام بعض الوسائل التقنية الداعمة لبيئة التعلم.

اعتمدت الدراسة على المنهج الوصفي التحليلي، حيث جُمعت البيانات من عينة مكونة من عشرين طالبة باستخدام استبيان منظم لقياس آرائهن حول فاعلية هذه الاستراتيجيات. وأظهرت النتائج أن غالبية الطالبات أبدين استجابة إيجابية تجاه الأنشطة التفاعلية، مؤكدات دورها في تحسين مهارات التواصل الشفهي وزيادة مستوى الطلاقة والثقة في استخدام اللغة. كما برزت المناقشات الجماعية وتمثيل الأدوار بوصفهما أكثر الأساليب تأثيراً في تعزيز المشاركة والتفاعل داخل الصف.

وتوصي الدراسة بضرورة إدماج المهام التفاعلية بصورة منتظمة في تدريس اللغة الإنجليزية، والاستفادة من التقنيات الحديثة، وتعزيز التعلم التعاوني، وتوفير تدريب مهني مستمر للمدرسين، إضافة إلى اعتماد أساليب تقييم بنائي وتغذية راجعة فورية تسهم في دعم دافعية المتعلمين وتنمية كفاءتهم التواصلية.

الكلمـات المفتاحيـة: اللغة الإنجليزيـة، التواصل الشفهي، الاستراتيجيات التفاعلية، الطلاقة في التحدث، تدريس اللغة الإنجليزية.

Introduction

Verbal communication is one of the four language abilities (reading, writing, listening, and speaking), it is the method through which learners can interact with others to attain specific aims or to voice their thoughts, desires, aspirations, and perspectives. Furthermore, individuals who grasp a language are termed 'speakers' of that language (Zein, 2016).

It is elaborated that speaking is a distinct mode of exchange that forms the foundation of all human connections and the chief avenue for displaying and cultivating personal identity, Speaking is also an oral-language competence and a complicated language ability that encompasses knowledge and articulation, structure, lexicon, and customs. (Smoyer et al., 2020).

When several learners are present while undertaking the assessment, you may receive a low mark. Several numerous rationales or elements have led to learners, especially in the lecture hall, being reluctant to talk or converse with their classmates before the group initially (Pinto & Leite, 2020).

They found it challenging to convey their ideas to others because they could not determine whether to transmit or utter something. Secondly, the educator omits to supply any further details. There is insufficient chance for students to enhance their speaking proficiencies, and the tutor shows little enthusiasm for the subject matter. Lastly, pupils are reluctant to speak because of word incorrect pronunciation and an absence of personal assurance (Rao, 2019).

With the deepening of globalization, the import of English spoken proficiency in cross-cultural exchanges is becoming increasingly evident. Traditional in-person English speaking instruction can no longer fulfill the requirements of contemporary language acquisition, and English oral interchange within a network setting has progressively turned into a new direction. This novel style of study boasts numerous benefits, such as ease, independence, and tailoring, but it also encounters certain hurdles, like the absence of real-world settings and issues in assessing educational results. Thus, investigation into interactive tactics for English verbal exchange in a network environment is especially vital. (Wei, T, & Wang, X, 2025).

The honing of English-speaking capabilities holds great significance in the current globalized age. Conventional direct English-speaking tuition approaches can no longer satisfy contemporary language study demands, and English oral engagement in a network milieu has progressively emerged as a fresh vogue. This different sort of study modality possesses many merits, like accessibility, self-direction, and customization, enabling students to rehearse speaking anytime and anywhere, thus boosting their verbal articulation abilities. (An Rongrong, Du Ruoyu& Xu Xin, 2025)

In the era of globalization and worldwide communication, spoken interaction abilities have turned into one of the most vital instruments for English as Foreign Language (EFL) learners to attain scholastic and societal triumph. Nevertheless, numerous pupils encounter diverse hurdles when rehearsing spoken English, be they linked to poor composition abilities, grammatical intricacies, or issues with articulation and smoothness. Such obstacles not only impact linguistic execution but can likewise diminish a pupil's self-assurance and restrict their lively involvement in lessons, Consequently, it has grown crucial to discover novel interactive methods that render mastering spoken exchange competencies an absorbing and appealing venture, motivating learners to use the language with assurance and eagerness. This investigation examines successful avenues for boosting oral interaction talents amongst students at Nasser College of Education, concentrating on incorporating collaborative tasks and contemporary tools that spark interest and guarantee better language outcomes in a pleasant and potent manner.

Literature Review

- **The concept of oral communication and its importance in learning English as a foreign language**.

Mastering a language involves learning to interact, so uttering can be regarded as one of the most vital elements of studying a foreign tongue. Nevertheless, gaining speaking capability might appear considerably harder for certain pupils than other proficiencies since numerous elements influence speech, like age, drive, or the setting where language is acquired (that is, a second language setting or foreign language setting). Building speaking skill also encompasses a range of procedures. Primarily, there is a requirement for adequate linguistic understanding to sustain the discussion in diverse situations. Still, aside from the capacity to employ language accurately (i.e., linguistic capability), students ought to possess supplementary competencies, namely, sociolinguistic, discourse, and strategic abilities, which form parts of communicative competence (Savignon, 1983).

It is thought that students may foster communicative proficiency by enhancing the aptitude to utilize interaction strategies which permit them to offset shortcomings in their awareness of the target language, Thus, it is apparent that students must be capable of employing interaction strategies to enhance speaking abilities. (Bialystok 1990).

Verbal exchange is a productive language talent crucial for effective human interaction. The significance of oral communication in language acquisition is acknowledged worldwide, as it furnishes students with the assurance and practical capacity to utilize the language in actual circumstances. Specialists in linguistics concur that oral skill helps in the advancement of other language abilities, including hearing, studying, and composing. As per Morrow (2004), speaking abilities are closely tied to hearing, studying, and composing, since language pupils must actively listen to reply suitably in spoken discussions. These exchanges encourage listening abilities and necessitate the learner to quickly process and react, which boosts fluency in both speaking and hearing. For example, pupils who take part in conversational practice generally become better listeners, as they must grasp their speaker's replies to continue the chat. In second language learning (SLA), speaking is frequently viewed as a primary ability that nurtures learners' certainty in employing the language. (Morrow ,2004)

Likewise, Canale and Swain (1980) assert that speaking is fundamental to cultivating communicative competence, which encompasses not just linguistic understanding but also the aptitude to employ language efficiently and fittingly in diverse settings. Speaking exercises afford learners chances to rehearse diverse modes of communication, improving their grammatical understanding, lexicon, and articulation. This firsthand employment of language reinforces both receptive aptitudes (like hearing and studying) and productive talents (like composing). Evidence from numerous settings supports the notion that verbal aptitude is vital in SLA. In Asian environments, for instance, Wang and Bai (2019) underscore the necessity of speaking in fostering communicative competence, which subsequently assists in reading comprehension and scholarly achievement. Similarly, research from European environments emphasize the function of interactive speaking exercises, which mimic everyday communication settings and involve learners in genuine language employment, as vital for building wider language abilities (Dörnyei, 2005).

Furthermore, oral communication skills are crucial for EFL learners to succeed in academic and professional settings, and require explicit instruction and practice (Khalil, 2024, p.10).

In the Nepalese setting, students find it hard to cultivate verbal communication abilities due to the conventional focus on grammar and vocabulary, which overlooks practical speaking practice. As a result, pupils frequently cannot apply their language knowledge in real-world scenarios. English language teaching in Nepal mainly concentrates on written grammar principles and vocabulary rote learning, which is contrary to the requirement for interactive

speaking rehearsal. Gnawali (2018) points out that English teaching methods in Nepal largely center on rote memorization and the learning of grammar and vocabulary, instead of advancing communicative competence. In a similar vein, Sharma and Phyak (2017) examine how typical English language instruction in Nepal gives precedence to the structural facets of the language (e.g., grammar) over interactive, practical utilization. Bhattarai (2011) explores the background of English language teaching in Nepal, noting that it has predominantly depended on textbook-centered and grammar-translation approaches. Moreover, Giri (2014) indicates that English language training in Nepal has traditionally been grammar-focused, with minimal attention given to communicative skills. This absence of focus on spoken communication impacts learners' capability to voice themselves confidently, participate in meaningful exchanges, and handle real-life situations, ultimately restricting their overall language capability and success in academic, professional, and social spheres.

Tackling this deficit necessitates inventive, useful, and culturally aware teaching methods that emphasize spoken discourse in English as a Second Language (ESL) classroom. Spoken language competence directly impacts students' capacity to articulate them, partake in significant exchanges, and manage actual-life scenarios (Brown, 1994).

As a principal mode of engagement, speaking functions as a vehicle for imparting knowledge and encouraging social, cultural, and academic assimilation. In language acquisition, speaking is frequently emphasized because it usually comes before other communication proficiencies, with minors generally learning to talk prior to being able to read, compose, or hear. In ESL instruction, cultivating oral communication aptitudes presents distinct possibilities and hurdles. It necessitates learners to participate in spontaneous, immediate language deployment, merging linguistic understanding with the skill to adjust language to varied settings. (Harmer, 2001).

Harmer stresses that speaking fluently involves not merely a command of language attributes but also the aptitude to process data and language "instantly" Consequently, speaking stays vital to language study undertakings, mirroring its fundamental function in discourse and human connection. Acknowledging the shortfall in second language speakers' talking expertise, this piece examines novel ways to bolster these talents, concentrating on incorporating practical and culturally sensitive teaching approaches intended at advancing students' discourse capabilities and assisting both instructors and pupils in their professional advancement. (Harmer, 2006).

Teachers can create a supportive environment for speaking skills development by using effective questioning techniques, feedback, and scaffolding strategies (Benguedda, 2024, p.15).

- **Interactive strategies to enhance fluency and pronunciation**

Education First surveys (2019) suggest that English proficiency across the Arab world and the Middle East stays among the lowest worldwide for multiple successive years, even though English is taught as a second language in schools and higher education institutions, this condition represents a notable hurdle and requires the investigation of successful remedies. While many investigations have covered the issues Arab learners encounter in acquiring English, attempts to devise novel approaches to conquer these difficulties remain insufficient.

Rabab'ah (2005) highlights that the foremost of these issues is the deficit in interactive ability among Arab pupils, as chances for organic exchange in English inside the lecture room are few. This scarcity of language exercise contributes to greater apprehension among learners, which adversely affects language acquisition, as Koçak (2010) clarifies. Horwitz et al. (1991) stress that second language learning apprehension is connected to a blend of self-views convictions, emotions, and conduct pertaining to the study process, and not only to the tongue itself. (Alsyouf, A., & Al Kayed, M. 2021).

In this setting, boosting chances for English language exchange inside the class, inspiring learners, and managing language-associated nervousness are vital elements to assess when creating engaging tactics to better fluency and articulation. Jiménez (2015) also notes that a deficit in drive and issues linked to the learning setting impact pupil performance, as uninspired students are inclined to avoid taking part in classroom endeavors. Fareh (2010) further states that instructors frequently lament about their students' weak outcomes and absence of desire to study, while Abukhattala (2013) views the conventional function of the instructor as one of the chief obstacles, advising the adoption of collaborative study and learner-focused classrooms to advance learning.

Hence, issues of inadequate interactive skill, restricted engagement chances, poor drive, and a conventional study setting constitute the most significant obstacles confronting English as foreign language students in the Arab region. From this viewpoint, the significance of employing interactive tactics that emphasize boosting fluency and articulation becomes evident, contrasting with established methods that lessen prospects for discourse and practical language utilization. (Alsyouf, A., & Al Kayed, M. 2021).

EFL learners' speaking skills can be enhanced through interactive strategies like role-plays and group discussion, which boost confidence in oral communication. (Al-Mansouri, 2023, p.18).

- **Using modern technology and tools to improve conversation skills**

Speaking is regarded as one of the most vital abilities of a language when learning a second or foreign tongue. In the rapidly advancing 21st century, diverse innovative technologies are being introduced to instruct English in classrooms. To remain current, we must utilize all available assets and shape the learners to employ the technology at hand for their advantage. Pupils must refresh their knowledge by using modern tools. Otherwise, they risk being left behind in the practical world. Excellent speaking capabilities are the process of producing words that listeners can comprehend. According to Brown and Yule (1983), speaking is the proficiency upon which students will be evaluated the most in actual situations. It is a crucial element of daily exchange and most frequently, a person's initial perception relies on their capacity to speak smoothly and fully. Thus, educators bear a duty to ready the students as much as feasible to articulate in English in the actual world beyond the classroom. Maggie Sokolik observes: Devices are now employed as instruments for conveying messages rather than merely as means of providing automated repetitions or tasks (Parveen, B. W., 2016).

Using technology, such as audio and video recordings, can provide EFL learners with opportunities to practice and improve their speaking skills outside the classroom (El-Magrabi, 2023, p.30)

Practicing speaking is one of the most pleasant and fulfilling aspects of learning English. Once you can speak, even rudimentary words, you have countless avenues to develop your abilities rapidly and enjoyably. Building assurance and speaking as often as possible with as many individuals as you can, without dread of making errors, is vital for enhancing fluency and articulation. Speaking is a competence like learning a musical instrument or a novel sport; it can only be mastered through steady training.

In this setting, contemporary technology can be a potent instrument for developing conversational talents. For instance, pupils can utilize mobile phones to tape themselves speaking and subsequently hear the recordings to evaluate their enunciation and lexicon. Educational applications can also be employed to arrange practice periods and jot down new vocabulary. The web has become a necessary part of language acquisition in the classroom, furnishing learners with entry to varied materials for completing language drills and rehearsing the language interactively. Communication software such as Skype, Messenger,

and Google Talk can be used to converse with instructors, peers, or even native English speakers, boosting real-world occasions for dialogue rehearsal.
(Ochilovna, K. U., & Sameyevna, M. Z. ,2021).

Articulation and fluency proficiencies can be boosted by consistently hearing English reports, music, or visual programs, endeavoring to mimic the accent, and noticing the emphasized words in phrases. Reading audibly is another effectual method to rehearse articulation, as it permits you to concentrate on the sound without being concerned about syntax or linguistic framework. It is also helpful to grasp a fresh term daily and employ it in several phrases to broaden your lexicon and make it a component of your routine spoken language.

Coupling everyday training with the utilization of current apparatus and attentive hearing and reading is a unified method for augmenting English language students' conversational aptitudes and smoothness, turning language education into an amusing and successful venture. (Ochilovna, K. U., & Sameyevna, M. Z. ,2021).

Data is essential for the administration of any organization and cannot be overstated. That is why it is vital for organizational heads to ensure that data is correctly circulated to the personnel. Staff members must be thoroughly informed before they can successfully execute their duties. The method of conveying and getting information is termed communication. It is the procedure of transmitting data from one individual to another. It can also be defined as the procedure of swapping knowledge between two or more people. Most of the time, organizational leaders are anticipated to devote much of their time to communicating. This necessitates that such heads should possess aptitudes that would permit appropriate sharing of data. In other words, communication is the coordinating medium for the organization's activities. The study purposefully concentrated on secondary schools. The principals of the secondary schools are charged with the duty of achieving the school's aims, therefore they require communication proficiencies to reach out to those individuals who would help in attaining such aims. Hoyle, English and Steffy (1998) confirmed that the most vital proficiencies of principals of secondary schools are to engage with the stakeholders. Sogomo (2000) agreed that communication proficiencies are very vital for the changing function of principals which would typically involve gathering and holding routine assemblies among educators. The discoveries of Al-Abbas (2010) revealed that it is the obligation of the person in the leadership post to be able to converse well with the educators orally or in writing. (Olowo, B. F., Fashiku, C. O., Adebakin, A. B., & Ajadi, O. T. ,2020).

Olowo (2017) viewed communication proficiencies as the capacity of the principals to transmit or pass knowledge to the educators in their schools proficiently. Communication proficiencies also signify the capacity of the principal to pass knowledge or exchange knowledge with all involved stakeholders. These communication proficiencies would permit the school principal to inspire his/her staff to enhance their output in the classroom; it would permit the principals to manage and influence the students' conduct; it would equally permit the principals to attend to the guests and also reach the students' guardians; and it would permit the principal to give replies to the government through the Ministry of Education. Carr (2006) suggested that the leaders in public secondary schools need to build and maintain amicable relationships with the pertinent stakeholders that matter most, such as educators, students, parents and community figures. Such relationships can be established where effective communication is permitted. Muraina (2014) pointed out that a good principal must guarantee the smooth movement of data among the personnel in the school (educators and students). Fashiku (2016) citing Huse and Bowditch (1993) remarked that a unique communication can happen when the message is directly sent to and correctly accepted by the receiver without any difficulty. (Olowo, B. F., Fashiku, C. O., Adebakin, A. B., & Ajadi, O. T. ,2020).

When data is received without any difficulty during the method, it is an indication that effective communication has properly occurred. However, it has been noticed that data is not properly circulated in secondary schools nowadays as the quantity of educators, students, parents continues to grow, and therefore the effectiveness of data dissemination by secondary school principals in Ekiti State needs to be ascertained. . (Olowo, B. F., Fashiku, C. O., Adebakin, A. B., & Ajadi, O. T. ,2020).

Speaking performance is students' ability or/and proficiency in speak-ing. Researchers including stated that speaking is part of learners' academic life that they should enhance. EFL learners speech is needed to be fluent, coherent, accurate in grammar and pronunciation, and enrich in lexical resource. Accordingly, speaking performance, in this study, incorporates fluency and coherence, lexical resource, grammatical range, accuracy, and pronunciation. (Derakhshan et al., 2016)

- **Evaluating the effectiveness of interactive strategies on student performance**

With the swift incorporation of education and information technology in the digital age, it has become vital to explore novel teaching methods and approaches to boost student achievement, particularly in remote graduate programs. Compared to standard in-person teaching practices, e-learning modalities encounter several hurdles that affect student success, such as the absence of direct instructor oversight, the challenge of immediate exchange between educators and learners, and the particular infrastructure demands of digital academics. These difficulties impact the instructor's capacity to gauge student understanding and drive, making the assessment of the efficacy of interactive tactics crucial.

Research suggests that the deployment of online teaching utilities and Massive Open Online Courses (MOOCs) has aided in enhancing the standard of e-learning. However, student assessments of such classes have not shown marked variations when contrasted with conventional teaching in most domains, still, certain courses, especially those in science and engineering necessitating practical endeavors and live showings, confront difficulties related to student enthusiasm and learning effectiveness (Akdemir, 2010).

A study by Tang et al. (2020) indicated that engineering pupils were unhappy with the communication modes and Question-and-Answer sessions in virtual settings. Moreover, some subjects demanding advanced cognitive abilities, like dissecting, judging, and originality, might result in lesser results among students with lower mental aptitudes, additionally the dearth of in-person contact in online courses can result in feelings of solitude and unsatisfactory educational experiences, along with greater withdrawal figures. (Tang et al. , 2020)

To tackle these obstacles, a variety of technological prerequisites have lately been implemented, encompassing Blackboard, Moodle, Web 3.0, electronic mail, dialogue boards, and rapid internet access, along with self-study proficiencies such as drive, self-regulation, and peer interaction , Interactive intelligent instruments like Rain Classroom and Tencent Meeting have also been utilized to elevate student involvement with course material and lecturers, as well as to cultivate interplay among the students themselves, These utilities offer varied capacities, such as information processing, enabling educators to observe student grasp of the subject matter and adjust instructional approaches via immediate input, in-class and out-of-class checks, and final examination marks. (Lu Wuding, 2020; Zhang, 2020).

Hence, the utilization of these interactive smart methods represents a powerful instrument for gauging and advancing student performance. It aids in quantifying student acquisition, spurs involvement, and fosters connection and dedication, thereby leading to measurable enhancements in educational yields.

Pupil uptake of necessary textbooks keeps dropping, with around 65% of learners never acquiring a required volume. Plausible explanations involve escalating prices and the

expanding chasm between standard textbooks, even digital ones, and current, media-rich, and participatory study approaches. In certain instances, as much as 22% of attendees have never bought a mandatory text, prompting some instructors to cease mandating them entirely and instead depend on diverse aids, such as web content and instructor outlines. Concurrently, entry-level classes in STEM disciplines are seeing elevated withdrawal figures, with the national average in the USA standing at 48% of undergrad pupils withdrawing and reaching 69% for degree candidates. (Edgcomb, A. D., et al., 2015).

In this setting, it is presumed that engaging textbooks might assist in reversing these adverse patterns and boosting learner achievement in initial courses. Interactive textbooks, here, signify study resources with reduced prose, emphasizing instead concentrated sets of queries, visual representations of principal ideas, and diverse participatory instruments, frequently purpose-built for the internet. Standard printed textbooks adapted to a digital format, even with some added exercises, do not fit this description, as they frequently hold superfluous information and a substantial fixed component that clashes with contemporary pupil study habits.

A randomized controlled experiment by Edgcomb (4) showed a marked enhancement in learning results within a foundational coding module, with an average boost of 16% and the lowest tier of pupils achieving a 64% improvement. The research contrasted a digital edition of the text with hands-on learning assets, both coupled with an online coding space for practical rehearsal. Participants reported dedicating almost double the duration interacting with the participatory study aids and sensed a heightened degree of involvement and enthusiasm for the subject. (Edgcomb, A. D., et al., 2015).

METHODOLOGY
Research Design
This study adopts a qualitative research design, which is appropriate for exploring students' experiences and perceptions regarding interactive strategies in developing oral communication skills (Creswell, 2014). Qualitative research is particularly suitable for uncovering detailed insights that cannot be captured through quantitative methods (Patton, 2015). It allows for examining "phenomena in their natural settings, or to interpret experiences in terms of the meanings people attach to them" (Denzin and Lincoln, 2005).

In this study, the qualitative approach is employed to gain an in-depth understanding of EFL students' perspectives on the effectiveness of interactive strategies in enhancing their oral communication skills. The research was conducted within the natural learning environment of the English Department at Naser Faculty of Education, University of Zawia, allowed the researcher to observe and interpret students' responses and experiences in context. Data was collected primarily through semi-structured interviews with a purposive sample of students, ensuring rich, detailed accounts of their experiences, challenges, and perceptions regarding the use of interactive strategies in oral communication activities. This approach enabled the study to capture the nuances of student engagement, motivation, and confidence development in real classroom settings, providing meaningful insights into the practical impact of interactive teaching methods.

Context and Participants
This study took place at the Department of English, Naser Faculty of Education, University of Zawia, which offers a BA degree in English. The department provides a structured curriculum across eight semesters, during which students study a variety of courses designed to develop their language proficiency and theoretical and practical knowledge in English. These courses include core language skills, such as speaking, listening, reading, and writing, as well as

courses in linguistics (e.g., syntax, semantics, and applied linguistics) and literature (e.g., drama, novel, and poetry). The teaching staffs at this department are professionals who hold advanced degrees, either a Master's or a PhD, in applied linguistics, literature, or related disciplines.

The participants of this study were selected using non-probability convenience sampling, a common approach in educational research that allows recruiting participants who are accessible and willing to participate (Cohen, Manion, & Morrison, 2018). This sampling method was appropriate for this study as it enabled the researcher to recruit participants who were readily available and could provide valuable insights into the use of interactive strategies for enhancing oral communication skills. The sample consisted of 20 female students, as there are currently no male students in the department. These participants are enrolled in various levels of the English program and are actively engaged in courses designed to improve their language skills, particularly in speaking and oral communication.

Data Collection and Analysis

The data for this study were collected through a questionnaire, allowing for a systematic exploration of participants' experiences and perspectives on using interactive strategies to enhance oral communication skills. The questionnaire was designed with open-ended questions, enabling researchers to gather quantitative indicators of student engagement, motivation, and the perceived effectiveness of the strategies, as well as qualitative insights into their personal experiences and the challenges they encountered.

The collected data were analyzed using a combination of descriptive statistics and thematic analysis. Quantitative responses were analyzed to calculate frequencies, percentages, and means to identify trends and patterns in students' perceptions. Open-ended responses were analyzed using the thematic analysis framework proposed by Brown and Clark (2006). Initially, all responses were read carefully and repeatedly to ensure thorough comprehension. Initial codes relevant to the research questions were then developed, and the themes were refined through iterative revision. Emphasis was placed on both explicit and implicit content to ensure a comprehensive understanding of students' perspectives on the effectiveness of interactive strategies in improving their oral communication skills. In conclusion, the specific themes and quantitative results were combined to interpret the overall impact of these strategies on students' fluency, articulation, self-confidence, and participation in oral activities.

Research ethics were strictly observed in accordance with the guidelines for educational research (Dorney, 2007). Informed consent was obtained from all participants, ensuring their full understanding of the study's objectives and that their participation was voluntary. Participants were also assured that their responses would remain confidential and would only be used for research purposes.

Statistical analysis (The questionnaire)

1- To what extent did the interactive activities help you improve your English-speaking skills?

As shown in Table 1, the majority of students (65%) reported that the interactive activities helped them a lot or very much in improving their speaking skills. About 25% of the participants felt that the activities helped moderately, while only 10% indicated a slight improvement. No students reported that the activities did not help at all. These results suggest that interactive strategies are highly effective in enhancing oral communication skills among EFL students at Naser Faculty of Education. The findings also highlight that most students

perceive these activities as beneficial in increasing their confidence, fluency, and active participation in speaking tasks.

Table 1 Students' Perceptions of the Effectiveness of Interactive Activities in Improving Speaking Skills

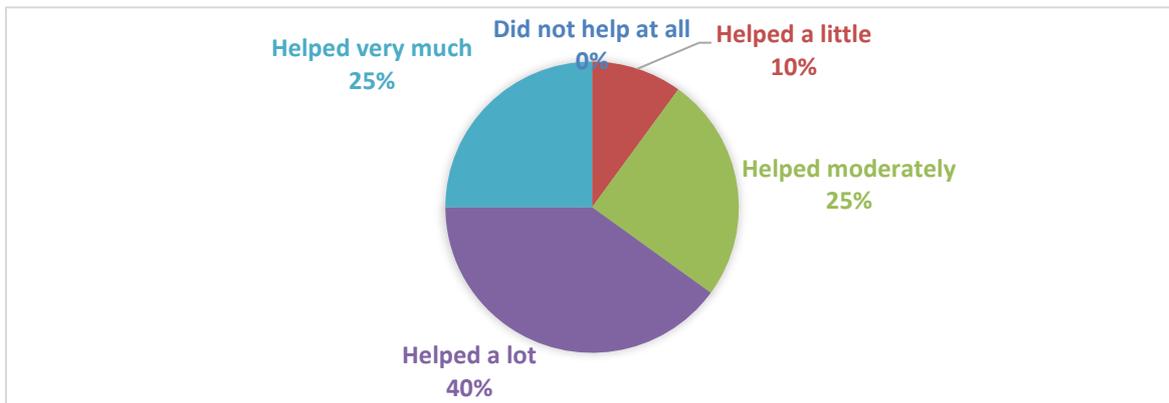| Level of Impact	Number of Students	Percentage (%)
Did not help at all	0	0%
Helped a little	2	10%
Helped moderately	5	25%
Helped a lot	8	40%
Helped very much	5	25%
Total	20	100%

Figure 1 Students' Perceptions of the Effectiveness of Interactive Activities in Improving Speaking Skills

2- Which of the following interactive activities was most helpful in developing your fluency and confidence while speaking?

As illustrated in Table 2, group discussions were considered the most beneficial interactive activity by 30% of the students, followed closely by role-plays at 25%. Individual presentations were preferred by 20% of the participants, while educational games and technology-based activities were selected by 15%. Only 10% of students found all activities equally useful. These results indicate that activities emphasizing direct communication and collaborative interaction are perceived as the most effective in developing both fluency and confidence in oral communication. The findings reinforce the importance of incorporating a variety of interactive methods to engage students in speaking practice.

Table 2 Students' Perceptions of the Most Useful Interactive Activities for Enhancing Speaking Fluency.

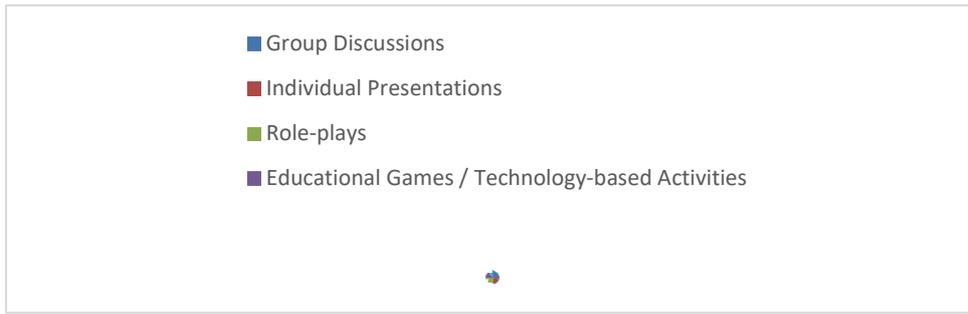| Interactive Activity	Number of Students	Percentage (%)
Group Discussions	6	30%
Individual Presentations	4	20%
Role-plays	5	25%
Educational Games / Technology-based Activities	3	15%
All of the above	2	10%
Total	20	100%

Figure 2 Students' Perceptions of the Most Useful Interactive Activities for Enhancing Speaking Fluency.

3- How motivated are you to participate in interactive classroom activities?

As shown in Table 3, the majority of students (65%) reported feeling highly or extremely motivated to participate in interactive activities, indicating a strong engagement with the tasks. About 25% of students reported moderate motivation, while only 10% indicated being slightly motivated. No students reported a lack of motivation. These findings suggest that interactive strategies effectively stimulate student motivation, which is crucial for enhancing participation, fluency, and overall oral communication skills in EFL classrooms. The high motivation levels also indicate that students find these activities enjoyable and relevant to their language learning needs.

Table 3 Students' Self-Reported Motivation to Participate in Interactive Activities

Level of Motivation	Number of Students	Percentage (%)
Not motivated at all	0	0%
Slightly motivated	2	10%
Moderately motivated	5	25%
Highly motivated	8	40%
Extremely motivated	5	25%
Total	20	100%
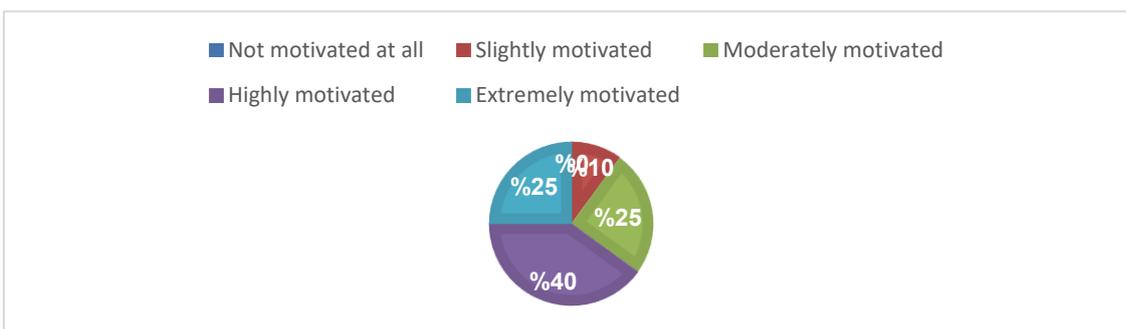
Figure 3 Students' Self-Reported Motivation to Participate in Interactive Activitie

4- What is the main difficulty you face when speaking English in class?

As shown in Table 4, the main difficulty faced by students when speaking English in class is lack of confidence, reported by 30% of the participants. This was followed by weak pronunciation (25%) and lack of vocabulary (20%). Fewer students identified fear of making grammatical mistakes (15%) and difficulty organizing ideas (10%) as their primary

challenges. These findings suggest that psychological factors, particularly confidence, play a more significant role than purely linguistic issues in limiting students' oral performance.
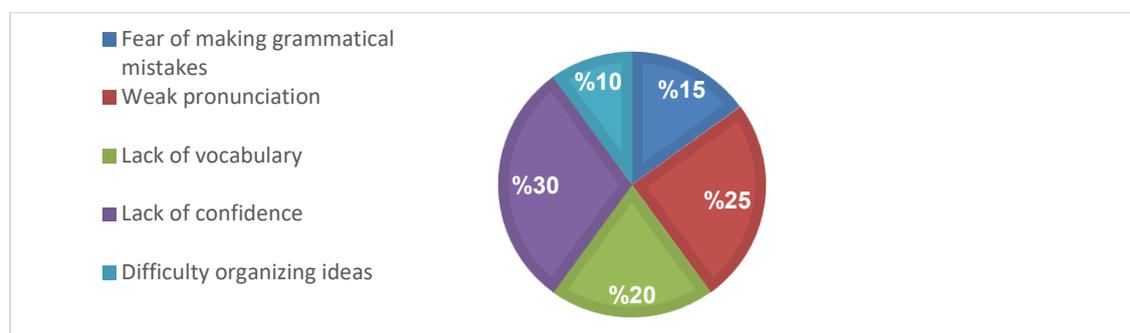
Table 4 Students' Main Difficulties When Speaking English in Class

Difficulty	Number of Students	Percentage (%)
Fear of making grammatical mistakes	3	15%
Weak pronunciation	5	25%
Lack of vocabulary	4	20%
Lack of confidence	6	30%
Difficulty organizing ideas	2	10%
Total	20	100%

5- How often do you participate in speaking activities during English classes?

As shown in Table 5, the majority of students actively participate in speaking activities during English classes. Specifically, 35% of the students reported that they often participate, while 25% stated that they always participate. Additionally, 30% indicated that they sometimes engage in speaking tasks. Only a small proportion (10%) reported rare participation, and none selected "never." These findings suggest a generally positive level of classroom engagement, reflecting the effectiveness of interactive strategies in encouraging student involvement. However, the presence of students who participate only sometimes or rarely indicates that further efforts may be needed to ensure consistent and equal participation among all learners.

Table 5 Frequency of Students' Participation in Speaking Activities During English Classes

Frequency of Participation	Number of Students	Percentage (%)
Never	0	0%
Rarely	2	10%
Sometimes	6	30%
Often	7	35%
Always	5	25%
Total	20	100%

Figure 4 Frequency of Students' Participation in Speaking Activities during English Classes

6- Do interactive activities reduce your anxiety when speaking English?

As shown in Table 6, interactive activities play a significant role in reducing students' anxiety when speaking English. A large majority of participants (75%) either agreed or strongly agreed that interactive tasks help lower their speaking anxiety. Meanwhile, 15% of the students remained neutral, and only 10% expressed disagreement. These results suggest that interactive strategies contribute to creating a supportive and less stressful classroom environment.

Response	Number of Students	Percentage (%)
Strongly disagree	1	5%
Disagree	1	5%
Neutral	3	15%
Agree	8	40%
Strongly agree	7	35%
Total	20	100%

Figure 5 Students' Perceptions of the Impact of Interactive Activities on Speaking Anxiety

7- How important is teacher feedback in improving your oral?

As shown in Table 7, teacher feedback is perceived as a critical factor in enhancing students' oral communication skills. Most participants (80%) considered feedback to be very important or extremely important, highlighting its essential role in guiding pronunciation, fluency, and overall speaking development. A smaller proportion (15%) viewed feedback as moderately important, while only one student (5%) considered it slightly important.

Table 6 Students' Perceptions of the Importance of Teacher Feedback in Improving Oral Communication Skills

Response	Number of Students	Percentage (%)
Not important at all	0	0%
Slightly important	1	5%
Moderately important	3	15%
Very important	8	40%
Extremely important	8	40%
Total	20	100%
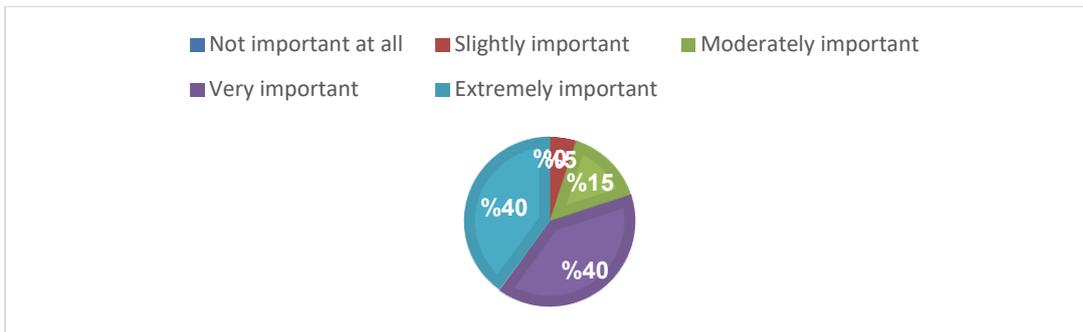
Figure 6 Students' Perceptions of the Importance of Teacher Feedback in Improving Oral Communication Skills

8- Which type of classroom activity helps you improve your speaking skills the most?

As shown in Table 8, group discussions are considered the most effective activity for improving speaking skills, with 35% of the students selecting this option. Role-plays were the second most favored activity (25%), followed by individual presentations (20%). Educational games and technology-based activities were less frequently chosen, each by 10% of the participants. These findings suggest that collaborative and communicative activities that involve direct interaction with peers are the most beneficial for enhancing oral communication skills. While technology and games can supplement learning, traditional interactive practices such as discussions and role-plays remain highly effective in promoting fluency, confidence, and active engagement in EFL classrooms.

Table 7 Students' Perceptions of the Most Effective Classroom Activities for Improving Speaking Skills

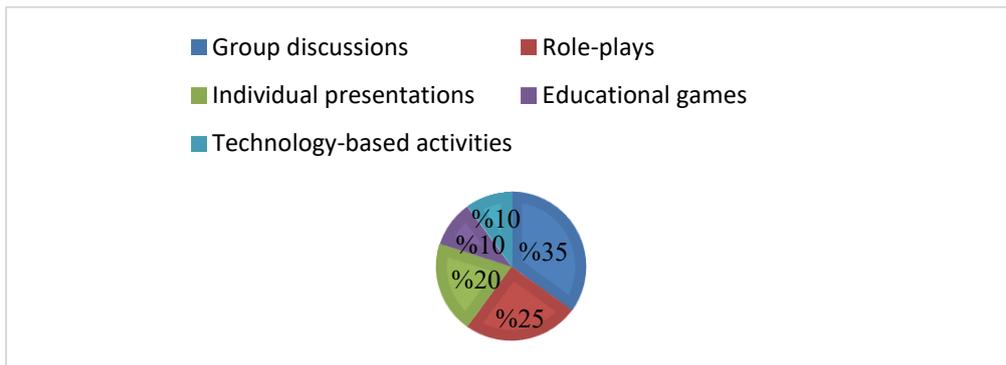| Activity Type	Number of Students	Percentage (%)
Group discussions	7	35%
Role-plays	5	25%
Individual presentations	4	20%
Educational games	2	10%
Technology-based activities	2	10%
Total	20	100%

Figure 7 Students' Perceptions of the Most Effective Classroom Activities for Improving Speaking Skills

9- How confident do you feel when speaking English in front of your classmates
As shown in Table 9, most students feel moderately to very confident when speaking English in front of their classmates, with 65% of participants falling into these categories. A smaller proportion reported feeling slightly confident (10%) or not confident at all (5%), while 20% described themselves as extremely confident. These findings suggest that while interactive strategies and classroom activities have a positive impact on students' self-assurance, there remains a need to further strengthen confidence-building practices. Activities such as group discussions, role-plays, and peer feedback can help more students reach higher levels of confidence, ensuring that they feel comfortable expressing themselves fluently in front of their peers.

Table 8 Students' Confidence Levels When Speaking English in Front of Classmates

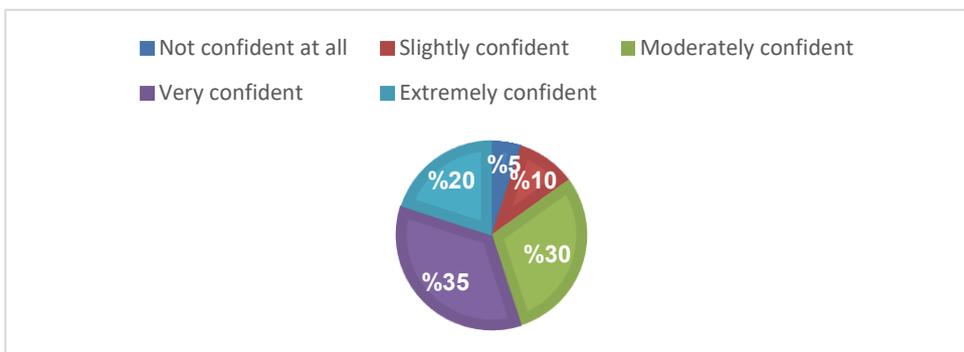| Confidence Level	Number of Students	Percentage (%)
Not confident at all	1	5%
Slightly confident	2	10%
Moderately confident	6	30%
Very confident	7	35%
Extremely confident	4	20%
Total	20	100%

Figure 8 Students' Confidence Levels When Speaking English in Front of Classmates

Results

The results of this study provide a comprehensive understanding of the effectiveness of interactive strategies in enhancing oral communication skills among EFL students at Naser Faculty of Education. When asked about the main difficulties faced during English speaking, the majority of students reported that lack of confidence and weak pronunciation were the most significant barriers, followed by limited vocabulary. This indicates that psychological factors, particularly self-confidence, and pronunciation issues play a central role in restricting students' oral performance, while grammatical concerns and difficulty organizing ideas were less prominent.

Regarding the frequency of participation in speaking activities, most students reported that they often or always engage in classroom speaking tasks, with a smaller proportion participating sometimes, and very few rarely participating. None of the students indicated they never participate. These findings suggest that interactive strategies encourage a positive level of engagement and active involvement in the classroom, although further efforts may be needed to ensure consistent participation among all learners.

When exploring the effect of interactive activities on students' speaking anxiety, most participants agreed or strongly agreed that such activities help reduce anxiety, creating a more supportive and less stressful learning environment. Only a small number of students remained neutral or disagreed. This demonstrates that interactive strategies not only enhance language skills but also provide emotional support, encouraging students to take risks and speak more freely.

In terms of teacher feedback, the overwhelming majority of students considered feedback to be very or extremely important in improving oral communication skills. A smaller proportion rated it as moderately important and very few regarded it as slightly important. No students considered feedback unimportant. This highlights the crucial role of constructive, timely, and specific feedback in guiding students' pronunciation, fluency, and overall speaking development.

When asked about the usefulness of different types of interactive activities, group discussions emerged as the most effective for improving speaking skills, followed by role-plays and individual presentations. Educational games and technology-based activities were considered helpful but to a lesser extent. This emphasizes that collaborative and communicative practices are particularly effective in promoting fluency, confidence, and active participation.

The findings regarding students' motivation showed that most participants felt highly or extremely motivated to engage in interactive activities, while a few indicated moderate or slight motivation. None of the students reported a lack of motivation, suggesting that interactive strategies successfully stimulate engagement and willingness to participate.

Regarding the impact of using modern educational technologies, the majority of students agreed that technology-assisted activities, such as online tools, interactive applications, and multimedia exercises, enhance their oral skills and provide additional opportunities for practice outside the classroom. This aligns with the growing importance of digital tools in supporting language learning in a flexible and accessible manner.

Finally, students reported that continuous practice, feedback, and collaboration contribute significantly to their improvement in oral communication. Across all questions, the results consistently demonstrate that interactive strategies, whether through peer collaboration, teacher-guided activities, or technology-enhanced tasks, are effective in developing students' speaking fluency, confidence, and motivation. Overall, the study confirms that adopting interactive methods in English teaching at Naser Faculty of Education fosters a positive, engaging, and productive learning environment conducive to oral language development.

Recommendations

1.   Encourage the regular use of diverse interactive activities such as group discussions, role-playing, and individual presentations in class to foster fluency and confidence in speaking.

2.   Integrate modern educational technologies such as educational games, interactive applications, and online communication tools to support interaction and practice outside of class.

3.   Design activities that are geared towards the active participation of all students and encourage collaboration and teamwork.

4.   Provide training for instructors on interactive teaching strategies, how to manage activities, and how to motivate students to participate continuously.

5.   Utilize continuous assessment and immediate feedback to monitor student progress and improve their speaking and pronunciation skills on a regular basis.

6.   Organize additional practice sessions or conversation clubs within the college to provide more opportunities for interaction in English outside of formal coursework.

7.   Focus on motivating students psychologically and emotionally by supporting their self-confidence and rewarding active participation to encourage continued engagement.

8.   Encourage the development of customized interactive learning content that includes short texts, educational questions, and illustrations or multimedia, in line with students' modern learning styles and enhances their language practice.

Conclusion

In conclusion, this study has demonstrated that interactive strategies play a crucial role in enhancing oral communication skills among EFL students at Naser Faculty of Education. The findings indicate that activities such as group discussions, role-plays, individual presentations, and technology-based exercises significantly improve students' fluency, pronunciation, confidence, and motivation. By engaging students actively and providing opportunities for meaningful communication, these strategies help overcome common challenges in language learning, including anxiety and lack of practice. Therefore, incorporating interactive methods into English language teaching is essential for fostering effective oral communication, promoting student engagement, and supporting overall language development. The results of this study highlight the need for continuous implementation and further exploration of innovative interactive approaches to maximize their impact on EFL learners' speaking proficiency.

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