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Investigating the Impact of Interactive Reading Aloud on EFL Learners' Language Processing and Interpretive Skills

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Abstract

In English as a Foreign Language (EFL) learning contexts, vocabulary development and reading comprehension are fundamental skills that contribute significantly to students' linguistic competence and critical thinking. This quasi-experimental study explores the effect of interactive reading-aloud strategies on enhancing these skills among second-year students at the Teachers' Higher College of Laghouat (ENSL), "Taleb Abderrahmane." A total of 30 students from the PEP, PEM, and PES programs were randomly distributed between existing class groups, forming a control group that engaged in silent reading and an experimental group that participated in interactive reading-aloud sessions. Data were collected through pre- and post-tests as well as four instructional treatments designed to measure comprehension and vocabulary retention. Statistical results revealed a notable improvement in the vocabulary capacity of the experimental group ($p = 0.001$), whereas reading comprehension scores showed no statistically significant difference between groups ($p = 0.188$). Nonetheless, students in the experimental group displayed a more positive attitude toward reading-aloud activities during the treatments. These outcomes underline the pedagogical value of interactive reading aloud as a means to strengthen vocabulary acquisition in EFL learners. The study encourages its integration into EFL classrooms and recommends further research to evaluate its long-term effects in varying educational contexts.

Keywords : interactive reading aloud, EFL learners, learner engagement, vocabulary capacity, reading comprehension.

1. Introduction

In global and Algerian language teaching contexts alike, a variety of instructional strategies—including translation, interpretive reading, and silent reading—have been employed to improve students' learning outcomes. Among these, silent reading remains widespread but often lacks the interactive elements essential for promoting vocabulary growth and reading comprehension. This limitation has led to a search for more engaging, communicative approaches. One such method is interactive reading aloud, which involves students actively in reading through dialogue, questioning, vocabulary explanation, and prediction. This strategy encourages learners to engage deeply with texts, enhances their

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retention of new vocabulary, and supports their overall comprehension through guided participation and collaborative meaning-making.

1.1. Purpose of the Study

The principal objective of this research is to assess the effectiveness of interactive reading aloud in developing vocabulary capacity and improving reading comprehension among EFL learners. Additionally, the study aims to raise awareness among EFL instructors about the value of incorporating this practice into reading instruction.

1.2. Statement of the Problem

Despite ongoing efforts to enhance language proficiency in EFL classrooms, Algerian learners often face difficulties in vocabulary acquisition and text comprehension. Silent reading practices, while commonly adopted, typically fail to foster meaningful learner interaction or stimulate critical thinking. These limitations hinder language development and long-term retention. Although interactive reading aloud has shown promise in international studies, existing research has largely overlooked its impact on vocabulary capacity and memory, especially in Algerian settings. This study addresses this gap by investigating how interactive reading aloud can support vocabulary learning and reading comprehension within the Algerian educational context.

1.3. Research Questions

This study seeks to answer the following:

- To what extent does interactive reading aloud influence EFL learners' vocabulary capacity compared to silent reading?
- What is the effect of interactive reading aloud on EFL learners' reading comprehension relative to silent reading practices?

1.4. Research Hypotheses

To explore these questions, the study proposes the following hypotheses:

- EFL learners who participate in interactive reading aloud will demonstrate significantly higher vocabulary capacity than those engaged in silent reading.
- EFL learners involved in interactive reading aloud will achieve better reading comprehension outcomes compared to those practicing silent reading.

1.5. Research Design

Research design is paramount for the good conduct of academic research, as it entails within it the research logic and strategy that aim to answer the set questions. It is thus a guiding framework for the whole research process. In this study, a quasi-experimental design was employed to investigate and compare the effects of silent reading and interactive reading-aloud strategies on EFL learners' reading comprehension and vocabulary capacity.

1.6. Participants of the Study

The sample is randomly selected from second-year ENSL students, a total of 30 students are included in the study, divided equally into two groups: a control group (Group A) will be taught using the silent reading strategy and an experimental group (Group B) will be taught using the interactive reading- aloud strategy.

1.7. Data Collection Tools

The necessary data is collected through the use of pre- and post-tests for this 6-week study. A pre-test is administered to both groups to determine a baseline level of reading comprehension and vocabulary capacity. After the intervention, a post-test is administered to assess any changes and any developments.

I. Literature Review

1. The Nature and Process of Reading

Reading is a dynamic and multifaceted skill involving interaction between the reader, the text, and sometimes the writer (Alderson & Urquhart, 1984). It serves both cognitive development and language acquisition (Grabe, 1991; Day & Bamford, 1998). According to Harmer (2007), increased reading exposure enhances vocabulary, grammar, and writing skills, while Nuttall (2005) describes it as a transfer of meaning essential for learning.

Reading comprehension is more than decoding; it involves creating meaning through prior knowledge, vocabulary, and syntactic awareness (Perfetti, 1985; Snow, 2002).

Different reading models illustrate how comprehension occurs:

- **Bottom-up** focuses on decoding from letters to meaning (Nuttall, 1996).
- **Top-down** relies on schema and prior knowledge (Brown, 2001; Nuttall, 1996).
- **Interactive model** merges both, emphasizing their interplay in meaning construction (Eskey, 1988).

Teaching reading involves three instructional stages:

- **Pre-reading** activates background knowledge (Harmer, 1991).
- **While-reading** engages students in processing and checking understanding.
- **Post-reading** includes assessments like debates or critical analysis.

2. Reading Types and Instructional Strategies

In classroom contexts, reading is categorized into **silent and oral reading** (Brown, 2000). Silent reading includes:

- **Intensive reading**, focusing on detailed understanding (Bamford & Day, 1998; Brown, 2000).
- **Extensive reading**, promoting fluency and confidence (Nuttall, 1982; Hedge, 2000).

Reading aloud blends visual and auditory processes, enhancing fluency and pronunciation.

Effective text selection is critical. Nuttall (1996) proposes three criteria:

- **Suitability**: content must interest and motivate learners.
- **Exploitability**: the text must allow for language and content integration.
- **Readability**: measured by SMOG and Flesch-Kincaid indexes to ensure texts match students' reading level.

3. Understanding Vocabulary and Its Dimensions

Vocabulary encompasses single words, compounds, and idioms (Hornby, 2005; Ur, 1991). McCarthy (1990) argues that vocabulary is central to mastering language skills.

Two important dimensions of vocabulary are:

- **Receptive (passive) vs. Productive (active)** vocabulary: the former is recognized but not used, the latter is actively used in communication (Nation, 2001; Schmitt, 2000).
- **Breadth vs. Depth**: breadth refers to the number of words known, while depth measures how well they are understood and used (Anderson & Freebody, 1981; Qian, 1999; Milton, 2009).

4. Cognitive Foundations of Vocabulary Capacity

Vocabulary capacity refers to the **cognitive ability** to store, understand, and retrieve vocabulary (Hornby, 2005). This process is rooted in cognitive functions like perception, attention, reasoning, and particularly **memory**.

- **Perception** involves sensory interpretation (Sternberg, 2009).
- **Attention** filters relevant stimuli and supports memory (Sternberg, 2009).
- **Reasoning**, both deductive and inductive, supports critical vocabulary use (Sternberg, 2009).

Memory, key to language retention, consists of:

- **Sensory memory**: brief and limited (Matlin, 2019).
- **Short-term memory**: also called working memory; limited but active (Matlin, 2019).
- **Long-term memory**: stores vast information indefinitely (Sternberg, 2009).

Vocabulary retention depends on repeated exposure and strong memory traces (Schmitt, 2000, 2010; Ellis, 2010). Thus, reading activities that provide frequent word exposure enhance vocabulary memory.

5. Research Method

This study adopted a quantitative research method to test hypotheses regarding the effectiveness of interactive reading-aloud practices in improving EFL learners' reading comprehension and vocabulary acquisition. This method allowed precise measurement of variables and supported comparisons between two groups. Pre- and post-tests were used to collect data before and after the intervention. Group A practiced silent reading, while Group B engaged in interactive reading aloud. The approach provided measurable evidence on the impact of the treatment.

6. Research Design

Although students were randomly distributed between existing class groups, the study employed a quasi-experimental design because true random assignment was not feasible in the natural classroom setting.

6.1 Research Variables

- Independent variable: Interactive reading-aloud practices
- Dependent variables: EFL learners' reading comprehension and vocabulary capacity

6.2 Research Setting

The study took place at ENS Laghouat during the academic year 2024/2025, a national teacher training institution in Algeria. The institution provides specialized training in both literary and scientific disciplines.

6.3 Population and Sample

The target population included second-year English department students at ENS Laghouat. A sample of 30 students was selected using purposeful and convenience sampling. They were divided into:

- Group A (Control): 15 students using silent reading
- Group B (Experimental): 15 students using interactive reading aloud

This selection aimed to reflect a realistic classroom setting and enhance the transferability of results.

7. Data Collection Method and Instruments

Data were collected using pre- and post-tests to compare participants' performance before and after the intervention. Additional data came from experimental reading assignments. Materials included comprehension questions and vocabulary tasks.

7.1 The Experiment

The experiment was designed to evaluate the comparative effects of *interactive reading-aloud* and *silent reading* on EFL learners' vocabulary capacity and reading comprehension. The experimental period extended from December 2024 to April 2025 and included three distinct phases: a pre-treatment phase, a treatment phase, and a post-treatment phase.

7.1.1. Pre-Treatment Phase

Participants were distributed between two groups: an experimental group that practiced interactive reading aloud and a control group that followed silent reading. On November 25, 2024, both groups completed a pre-test consisting of a graded reading passage accompanied by comprehension questions and a vocabulary recall task.

For the vocabulary component, participants were shown target words through flashcards or short prompts and asked to either choose the correct definition or write "*I don't remember.*" Prior to the first session, the researcher explained the procedures for both approaches. Students in the experimental group were informed that the interactive reading-aloud sessions would involve teacher-led reading combined with oral discussion, questioning, and shared interpretation, while the control group would perform silent reading independently without verbal interaction.

7.1.2. Treatment Phase

The treatment phase consisted of four instructional sessions aimed at developing reading comprehension and vocabulary capacity. Each interactive reading-aloud session lasted approximately 60 minutes and followed a structured four-step procedure:

1. Pre-reading: The teacher introduced the text, previewed essential vocabulary, and prompted students to predict content or discuss the theme.

2. During reading: The teacher read the text aloud, pausing periodically to check comprehension, clarify meanings, and encourage student predictions or reflections.

3. Interactive phase: Learners engaged in guided dialogue, answered and posed questions, and exchanged interpretations to co-construct meaning.

Post-reading: Students completed collaborative activities such as summarizing the text, performing short role-plays, or discussing moral and linguistic aspects of the passage.

Vocabulary items were revisited dynamically throughout the session using flashcards and brief oral prompts to reinforce retention and encourage active engagement.

In contrast, the control group practiced *silent reading* using the same materials. Students read the texts individually without oral participation or group discussion and then answered comprehension questions independently. No explicit vocabulary support was provided.

This procedure ensured that both groups received equal exposure to reading materials, but differed in the level of interaction and teacher mediation, allowing for a meaningful comparison of the pedagogical effects of the two methods.

7.1.3. Post-Treatment Phase

Following the completion of the four instructional sessions, both groups sat for a post-test identical in format to the pre-test. The assessment measured improvements in reading comprehension and vocabulary recall through open-ended comprehension questions and vocabulary recognition tasks using flashcards or written prompts.

Scores were then compared across the pre- and post-test results to evaluate the degree of progress made by each group. The differences in performance provided the basis for determining the effectiveness of interactive reading aloud relative to silent reading.

7.2 Pre- and Post-experimental Tests

Both tests assessed reading comprehension through open-response questions and vocabulary recognition using flashcards. The comparison of scores helped identify improvements and retention.

II. Data Analysis and Interpretation

The data gathered during the experiment were analyzed using SPSS statistical software. The primary objective of the analysis was to evaluate and compare the mean scores of students exposed to silent reading versus those who participated in interactive reading-aloud. This comparison was conducted both between the control and experimental groups and within each group separately.

To do this, a paired samples t-test was employed to assess differences within each group (before and after the intervention), while an independent samples t-test was used to compare the average scores between the two groups. Furthermore, the analysis examined changes in reading comprehension and vocabulary acquisition across the four treatment sessions to determine the overall effectiveness of each reading method.

II.1 Normality

To ensure the validity of the statistical tests, a normality test was conducted to verify whether the data were normally distributed. The Shapiro-Wilk test was applied to the pre- and post-test scores related to both silent reading and interactive reading-aloud. This test was also used to evaluate the distribution of scores for reading comprehension and vocabulary in each reading approach.

Table 2. 1: Test of Normality (Silent Reading)

Normality Test (Shapiro-Wilk)

			W	P
Pre-test	-	Post- test	0.953	0.640

The findings in Table 2.1 show that the pre- and post-test scores for the silent reading group were normally distributed ($W = 0.953$, $p = 0.640$). Since the p-value is greater than 0.05, there is no significant deviation from normality. This confirms that the data satisfy the normality assumption, which justifies the use of parametric statistical tests for analyzing the post-test results.

Table 2. 2: Test of Normality (Interactive Reading-aloud)

Normality Test (Shapiro-Wilk)

			W	P
Pre- test	-	Post-test	0.955	0.633

The results in Table 2.2 show that the pre- and post-test scores for the interactive reading-aloud group were normally distributed ($W = 0.955$, $p = 0.633$). Because the p-value is greater than 0.05, there is no significant deviation from normality. This confirms that the data meet the normality assumption, allowing the use of parametric statistical tests in subsequent analyses.

Table 2. 3: Test of Normality (Comprehension and Vocabulary Capacity)

Normality Test (Shapiro-Wilk)

	W	P
Comprehension	0.932	0.079
Vocab- Capacity	0.965	0.479

The results in Table 2.3 show that both the comprehension scores ($W = 0.932$, $p = 0.079$) and the vocabulary capacity scores ($W = 0.965$, $p = 0.479$) are normally distributed. Since both p-values are greater than 0.05, there is no significant deviation from normality. This confirms that the data meet the normality assumption and are suitable for analysis using parametric tests such as the t-test.

II.2. Homogeneity of Variances Test (Levene test)

Table 2. 4: The Levene's Test for Homogeneity of Variances of the Two Groups

Homogeneity of Variances Test (Levene's)				
	F	df	df2	P
Comprehension	0.00148	1	25	0.970
Vocab- Capacity	0.21097	1	25	0.650

Levene's test was conducted to determine whether the variances between the two groups were equal. For comprehension, the test produced an F-value of 0.00148 and a p-value of 0.970. Because the p-value is greater than 0.05, there is no significant difference between the group variances. Similarly, for vocabulary capacity, the F-value was 0.21097 with a p-value of 0.650, which also exceeds the 0.05 threshold. These results confirm that the assumption of homogeneity of variances is met, permitting the use of the Independent Samples t-test to compare group means.

II.3. Analysis of Pre- and Post-Test Results

The pre- and post-tests were designed to assess the effectiveness of the experimental intervention on students' reading comprehension and vocabulary capacity. Although each group originally consisted of 15 participants, some dropped out, resulting in 14 students in the experimental group and 13 in the control group. The analysis was divided into two parts:

- A **paired samples t-test** to examine changes **within** each group over time.
- An **independent samples t-test** to compare performance **between** the experimental and control groups.

II.3.1 Paired Samples t-Test

The paired samples t-test was used to analyze **within-group differences** by comparing the pre- and post-test scores of each group. For **Group A (Silent Reading)**, the test was applied to evaluate whether there was any significant change in performance following the silent reading intervention.

Table 2. 5: Paired Samples Statistics for Silent Reading; Control Group

Paired Samples T-Test

			statistic	df	p	Mean difference	SE difference		Effect Size
1Pre-test	Post-test	Student's t	0.750	12.0	0.468	0.385	0.513	Cohen's d	0.208

The results in Table 2.5 indicate that there was no statistically significant difference between the pre-test and post-test scores for the control group, $t(12) = 0.750$, $p = 0.468$. The mean score difference was 0.385 with a standard error of 0.513. Because the p-value exceeds 0.05, the difference is not statistically significant. The effect size (Cohen's $d = 0.208$) indicates a small effect, suggesting that the silent reading method had minimal impact on improving students' reading comprehension and vocabulary capacity.

Table 2. 6: Paired Samples Descriptive Statistics for Silent Reading; Control Group

Descriptive statistics					
	N	Mean	Median	SD	SE
Pre-test	13	11.1	11.0	4.11	1.141
Post- test	13	10.7	11.0	3.15	0.873

The descriptive statistics showed that the mean of the pre-test was 11.1, while the post-test dropped to 10.7. The score in the post-test had a standard deviation of 3.15, suggesting that students' scores became more similar to each other after the silent reading intervention. In general, silent reading did not result in a significant improvement in vocabulary or comprehension.

Group B (Interactive Reading-aloud)

A paired samples t-test was used to compare the pre-test and post-test total scores within the experimental group and to examine the impact of interactive reading-aloud instruction.

Table 2. 7: Paired Samples Statistics for Interactive Reading-aloud; Experimental Group

Paired Samples T-Test

	statistic	df	P	Mean difference	SE difference	Effect Size
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Paired Samples T-Test

			statistic	df	P	Mean difference	SE difference		Effect Size
Pre-test	Post-test	Student's t	-3.57	13.0	0.003	-3.71	1.04	Cohen's d	-0.954

The paired samples t-test results reveal a **mean difference of -3.71** between the pre-test and post-test scores, with a **standard error of 1.04**. The **t-statistic is -3.57**, and the **p-value is 0.003**, which is **below the 0.05 significance level**, indicating a **statistically significant difference** between the two scores.

Although the mean difference is negative, it reflects that post-test scores were higher, given the scoring direction. The negative mean difference indicates that post-test scores were higher than pre-test scores, as lower numerical values correspond to greater improvement in the scoring scale. The effect size (Cohen's $d = -0.954$) indicates a large effect, confirming that the interactive reading-aloud intervention had a strong positive impact on students' reading comprehension and vocabulary performance.

Table 2. 8: Paired Samples Descriptive Statistics for Interactive Reading-aloud; Experimental Group

Descriptive statistics

	N	Mean	Median	SD	SE
Pre- test	14	11.6	11.0	4.34	1.161
Post-test	14	15.4	16.0	3.30	0.881

The results in Table 2.8 show a clear increase in the mean score from the pre-test ($M = 11.6$) to the post-test ($M = 15.4$), indicating a significant improvement in student performance following the interactive reading-aloud intervention. The reduction in standard deviation from 4.34 to 3.30 further suggests that students' performance became more consistent. Overall, these findings confirm that interactive reading aloud was more effective than silent reading in enhancing students' vocabulary acquisition and reading comprehension.

II.3.2. Independent Samples t Test

The Independent Samples t-Test is a statistical test used to compare the means of two different groups. As our experiment was conducted between two different groups, we used this test to check the comprehension and vocabulary scores of Group A, which followed the silent reading, and Group B, which engaged in interactive reading aloud method. This test

helps to determine whether the difference in performance between the two groups is significant.

Table 2. 9: Independent Samples t-Test Results of Comprehension and Vocabulary Capacity

Independent Samples T-Test

		Statistic	df	p	Mean difference	SE difference		Effect Size
Comprehension	Student's t	-1.35	25.0	0.188	-0.533	0.394	Cohen's d	- 0.521
Vocab-Capacity	Student's t	-3.96	25.0	<0.001	-3.692	0.933	Cohen's d	- 1.524

Based on the Independent Samples t-Test analysis, there was no statistically significant difference in comprehension scores between the two groups, as indicated by a t-value of -1.35, a p-value of 0.188 ($p > 0.05$), and a mean difference of -0.533. This means the difference in comprehension scores between the silent reading group and the interactive reading aloud group is not meaningful. The effect size for comprehension (Cohen's $d = -0.521$) suggests a moderate effect.

In contrast, the vocabulary capacity results show a significant difference between the groups, with a t-value of -3.96, a p-value less than 0.001, and a mean difference of -3.692. This indicates that the interactive reading aloud group performed significantly better in vocabulary. The effect size for vocabulary (Cohen's $d = -1.524$) reflects a very large effect.

Therefore, after analyzing both groups, it is clear that the experimental group (Group B) showed a significant improvement in vocabulary capacity following the intervention, while comprehension remained at a similar level. Meanwhile, the control group (Group A) experienced a decline in vocabulary performance over time.

Table 2. 10: The Independent Samples Descriptive Statistics of the Two Groups

Group Descriptives

	Group	N	Mean	Median	SD	SE
Comprehension	silent	13	3.54	4.00	1.05	0.291
	interactive	14	4.07	4.00	0.997	0.267

Group Descriptives

	Group	N	Mean	Median	SD	SE
Vocab- Capacity	silent	13	7.31	8.00	2.53	0.702
	interactive	14	11.00	11.00	2.320	0.620

The descriptive statistics provide an overall picture of the performance of both groups in comprehension and vocabulary capacity. In terms of comprehension, Group A (silent reading) included 13 students, with a mean score of 3.54, a standard deviation of 1.05, and a standard error of 0.291. This indicates some variation in student performance. Group B (interactive reading aloud), consisting of 14 students, had a slightly higher mean score of 4.07, with a standard deviation of 0.997 and a standard error of 0.267, suggesting slightly more consistent results.

For vocabulary capacity, the difference between the groups was more pronounced. Group A had a mean score of 7.31, a standard deviation of 2.53, and a standard error of 0.702, reflecting a broader range of performance. In contrast, Group B achieved a higher mean score of 11.00, with a standard deviation of 2.32 and a standard error of 0.620, indicating both stronger performance and greater consistency.

Overall, these findings show that while comprehension outcomes were similar across the two groups, vocabulary capacity was notably higher in the interactive reading aloud group, highlighting the effectiveness of this method in enhancing vocabulary development.

II.4. Descriptive Analysis of Data Collected during the Experiment Silent Reading

During the four treatments conducted in the experiment, and based on the data collected from each session, it can be concluded that silent reading is not an effective method. It did not lead to any noticeable improvement in students' performance, and their level remained largely unchanged throughout the process.

Table 2. 11: Average Results of Silent Reading Treatments

Descriptive Statistics of Silent Reading Treatments

	Silent Reading	T01	T02	T03	T04	Average Mark
N	Group A	13	12	12	11	
Mean		10.0	10.5	10.3	10.8	9.71

Descriptive Statistics of Silent Reading Treatments

	Silent Reading	T01	T02	T03	T04	Average Mark
Median		10.0	11.5	11.0	11.0	10.5
Standard deviation		3.19	4.38	2.86	2.96	3.13
Minimum		5.00	3.00	5.00	5.00	4.50
Maximum		14.0	15.0	14.0	14.0	13.8

The table shows that the average scores for the four silent reading treatments (T01 to T04) were very similar, ranging from 10.0 to 10.8. The overall mean score across these treatments was 9.71, which is slightly lower than the individual treatment scores. This indicates that students did not demonstrate noticeable improvement in their performance throughout the sessions.

In terms of score variation, the first treatment had a standard deviation of 3.19, suggesting a typical spread of results. The second treatment had the highest variation with a standard deviation of 4.38, while the third showed the lowest variation at 2.86, pointing to more consistent scores. Treatments three and four had similar levels of variation, with standard deviations of 2.86 and 2.96 respectively. The standard deviation of the average column was 3.13, indicating a moderate degree of variation overall. These findings suggest that students' performance did not improve across treatments, implying that the silent reading method was not effective for enhancing learning outcomes.

Interactive Reading-Aloud

Four treatments were also conducted using the interactive reading aloud method to assess whether student performance changed. The analysis of these sessions revealed a general improvement in scores, indicating that interactive reading aloud contributed positively to student progress.

Table 2. 12: Average Results of Interactive Reading-aloud Treatments***Descriptive Statistics of Interactive Reading-aloud Treatments***

	Interactive aloud	Reading- aloud	T01	T02	T03	T04	Average Mark
N	Group B		14	13	13	12	

Descriptive Statistics of Interactive Reading-aloud Treatments

	Interactive aloud	Reading- aloud	T01	T02	T03	T04	Average Mark
Mean			13.7	12.9	13.6	14.3	14.4
Median			13.0	13.0	14.0	14.5	15.8
Standard deviation			3.91	3.12	3.57	3.47	3.38
Minimum			8.00	9.00	8.00	8.00	8.50
Maximum			20.0	18.0	19.0	19.0	19.0

The table shows that the average scores across the four interactive reading-aloud treatments (T01 to T04) are fairly consistent, ranging from 13.7 in T01 to 14.3 in T04. The overall average score of 14.4 is slightly higher than the individual treatment means, indicating a gradual improvement in student performance over the course of the sessions.

Regarding score variation, T01 displayed the greatest spread with a standard deviation of 3.91, followed by T02 at 3.12. T03 had the most stable performance, with a standard deviation of 3.57. T03 and T04 had very similar levels of variation, with standard deviations of 3.57 and 3.47 respectively. The average standard deviation across all treatments was 3.38, suggesting a moderate level of consistency in performance. These findings point to a slight but consistent improvement in student outcomes, indicating that interactive reading aloud was more effective in enhancing both vocabulary development and reading comprehension compared to silent reading.

II.5. Comprehension and Vocabulary Capacity Results

This part of the study aimed to determine whether interactive reading aloud or silent reading was more effective in developing students' comprehension and vocabulary capacity. To assess this, the average scores in comprehension and vocabulary for students in both groups were compared over the course of four treatments.

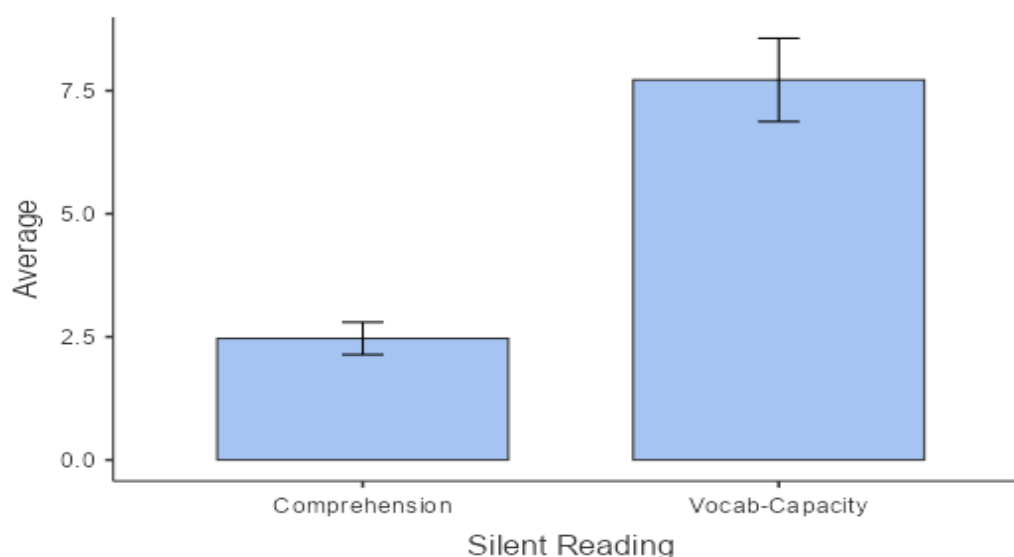
Silent Reading

The analysis began with the silent reading group, where each student completed four sessions. The average scores in comprehension and vocabulary capacity were reviewed and are presented in the table below.

Table 2. 13: Silent Reading- Comprehension and Vocabulary Capacity Average***Descriptive Statistics of Silent Reading- Comprehension and Vocab- Capacity Average***

	Silent Reading	Treatmen t 01	Treatmen t 02	Treatmen t 03	Treatmen t 04	Averag e Mark
N	Comprehensio n	13	12	12	12	
	Vocab- Capacity	13	12	12	12	
Mean	Comprehensio n	2.15	3.17	2.92	2.92	2.47
	Vocab- Capacity	7.85	7.33	7.33	7.33	7.72
Median	Comprehensio n	2.00	3.50	3.00	3.00	2.50
	Vocab- Capacity	8.00	7.50	8.00	8.00	8.13
Standar d deviatio n	Comprehensio n	1.07	1.53	0.996	0.996	0.930
	Vocab- Capacity	3.05	3.65	2.02	2.02	2.39

Bar Graph 2. 1: Different Average of Comprehension and Vocabulary Capacity (Silent Reading)



The descriptive statistics presented in Table 2.13 and the corresponding bar graph show that the average comprehension score under the silent reading condition was 2.47, whereas the average vocabulary capacity score was 7.72. This indicates that students achieved higher results in vocabulary capacity than in comprehension when engaged in silent reading. The standard deviation values—0.93 for comprehension and 2.39 for vocabulary capacity—suggest that comprehension scores were more consistent across participants, while vocabulary capacity scores displayed greater variability.

Interactive Reading-aloud

We also analysed each student's comprehension and vocabulary capacity across the four treatments using the interactive reading-aloud method and these are the following results:

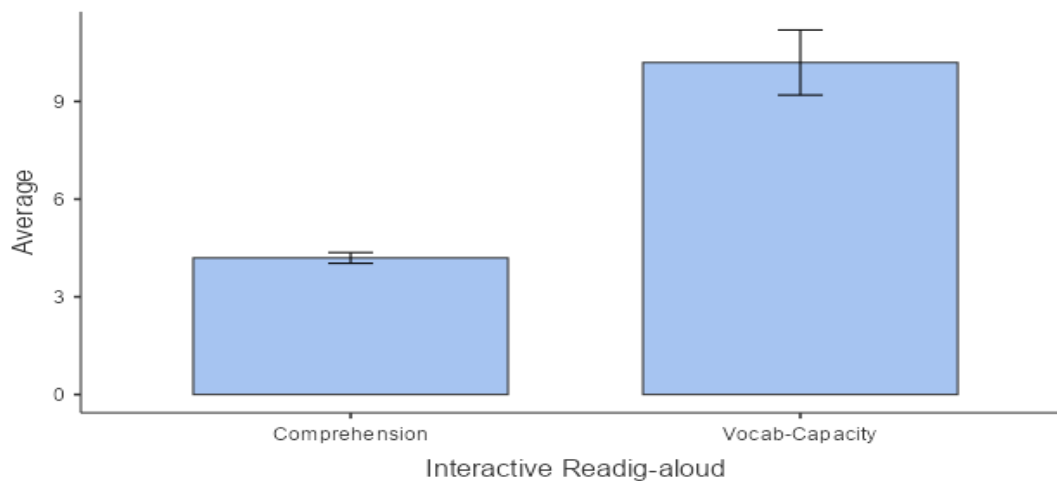
Table 2. 14: Interactive Reading-aloud Comprehension and Vocabulary Capacity Average

Descriptive Statistics of Interactive Reading-aloud Comprehension and Vocab-Capacity Average

	Interactive Readig-aloud	Treatment 01	Treatment 02	Treatment 03	Treatment 04	Average Mark
N	Comprehension	14	13	13	12	
	Vocab- Capacity	14	13	13	12	
Mean	Comprehension	3.79	3.85	3.85	4.17	4.19

Descriptive Statistics of Interactive Reading-aloud Comprehension and Vocab-Capacity Average

	Interactive Readig-aloud	Treatment 01	Treatment 02	Treatment 03	Treatment 04	Average Mark
	Vocab- Capacity	10.0	9.08	9.77	10.1	10.2
Median	Comprehension	4.00	4.00	4.00	4.00	4.25
	Vocab- Capacity	9.00	9.00	10.0	10.5	11.5
Standard deviation	Comprehension	0.802	0.899	0.801	0.835	0.497
	Vocab- Capacity	3.68	2.53	2.98	2.84	3.00

Bar Graph 2. 2: Different Average of Comprehension and Vocabulary Capacity (Interactive reading- aloud)

The analysis in Table 2.14 and the accompanying bar graph summarize student performance in comprehension and vocabulary capacity across four treatments using the interactive reading-aloud strategy. In comprehension, mean scores remained relatively stable, rising slightly from 3.79 in Treatment 01 to 4.17 in Treatment 04, with an overall average of 4.19. The median remained constant at 4.0 throughout, with a total median of 4.25. The low standard deviation (SD = 0.497) indicates that students' comprehension scores were highly consistent across sessions.

In contrast, vocabulary capacity displayed a clearer pattern of improvement. Mean scores increased from 10.0 in Treatment 01 to 10.1 in Treatment 04, yielding an overall average of 10.2. The median improved from 9.0 to 10.5, with an overall median of 11.5. Although vocabulary scores showed greater variability, as reflected by a higher average standard deviation ($SD = 3.00$), the results still reveal a positive upward trend in vocabulary development.

Overall, these findings suggest that while comprehension performance remained relatively stable, vocabulary capacity improved noticeably through the use of interactive reading aloud.

II.6. Interpretation of the Findings

The study investigated the effectiveness of interactive reading aloud in enhancing EFL learners' vocabulary capacity and reading comprehension. Paired samples t-test results showed that the control group maintained similar scores throughout the study, indicating that silent reading did not significantly improve either vocabulary or comprehension. In contrast, the experimental group achieved significant gains, particularly in vocabulary, following the interactive reading-aloud intervention.

Independent samples t-test results confirmed this outcome, showing that the improvement in vocabulary was statistically significant, while the gains in comprehension were not. The absence of a significant improvement in comprehension may stem from the short duration of the intervention and the cognitive demands of processing oral input in a foreign language. As Grabe (1991) and Perfetti (1985) emphasize, comprehension development requires extended exposure that integrates vocabulary, syntactic knowledge, and inferencing skills. The focus on vocabulary during interactive reading aloud might have enhanced lexical recognition and short-term retention, yet did not allow enough time for higher-level comprehension strategies—such as inference-making, summarizing, and critical analysis—to fully consolidate.

Another possible explanation lies in the nature of the reading tasks. The comprehension questions used in the post-test primarily assessed literal understanding, which may not fully capture the interpretive gains students made through interactive discussions. Additionally, EFL learners often face challenges processing spoken input in real time, especially when listening and reading occur simultaneously (Nation, 2001). This dual-channel processing can impose cognitive load, limiting their ability to construct meaning at deeper levels despite improved vocabulary knowledge.

Nevertheless, the interactive reading-aloud sessions appeared to increase learners' engagement, confidence, and motivation. As students participated in predicting, questioning, and discussing texts, they developed greater linguistic awareness and interactional skills. These findings are consistent with Harmer's (2007) view that communicative and participatory classroom practices enhance motivation and language awareness. This

observation is also consistent with Day and Bamford's (1998) claim that interaction-rich reading fosters both cognitive and affective gains.

The four treatment sessions showed progressive improvement in student responses and enthusiasm for reading. Learners in the experimental group perceived interactive reading aloud as more enjoyable and beneficial than silent reading. Beyond vocabulary growth, the approach contributed to better memory retention and fostered a more communicative classroom environment. However, comprehension improvement likely requires longer and more sustained exposure, where learners are guided to apply metacognitive reading strategies such as summarizing, inferring, and evaluating textual arguments.

Overall, the findings suggest that interactive reading aloud is a promising instructional approach in EFL contexts. It promotes vocabulary acquisition, active participation, and learner motivation—core elements of communicative language teaching. Although its short-term effects on comprehension were limited, the method's emphasis on engagement and collaboration positions it as a valuable complement to traditional silent reading. Future interventions that extend over a longer period and integrate explicit comprehension strategy instruction could reveal stronger, more comprehensive gains in students' reading proficiency.

Conclusion

Reading comprehension plays a key role in education by helping students expand their vocabulary and understand complex topics. However, EFL learners often struggle with comprehension due to limited vocabulary and a lack of reading practice. While silent reading is widely used, it does not always provide enough support for learners to develop their reading skills effectively. In contrast, interactive reading aloud has proven to be a more engaging method that supports vocabulary growth, pronunciation, fluency, and deeper understanding.

This study investigated the effectiveness of the interactive reading-aloud strategy in improving reading comprehension and vocabulary retention among EFL learners. It also explored students' attitudes toward the method. A quasi-experimental design was used with 30 second-year students at ENS Laghouat, divided into a control group (silent reading) and an experimental group (interactive reading aloud). Data were collected through pre-tests, post-tests, and four reading sessions.

The results showed that students in the interactive reading-aloud group significantly improved in vocabulary, while gains in comprehension were less evident. The silent reading group showed no meaningful improvement in either area. Overall, the findings confirm the effectiveness of interactive reading aloud in enhancing vocabulary retention and learner engagement. Students also expressed positive views toward the method, finding it more enjoyable and beneficial.

Future research should explore the long-term effects of this strategy on vocabulary and comprehension, how it aligns with different learning goals, and its impact on teaching practices. Interactive reading aloud offers a promising alternative to silent reading, contributing to a more supportive and dynamic classroom environment.

In conclusion, the study provides strong evidence that interactive reading aloud is a valuable method for fostering vocabulary development among EFL learners and creating a more engaging learning experience. Further investigation will help refine and adapt the strategy for broader educational use.

Limitations of the Study

Although the findings were encouraging, the study was subject to several limitations. First, the small sample size may have affected the reliability and generalizability of the results, reducing the extent to which the outcomes can be applied to broader learner populations. Second, logistical challenges were encountered in securing appropriate classroom settings for the interactive reading-aloud sessions. Finally, due to time constraints, the intervention was limited to four sessions, which may not have been sufficient to fully capture the long-term impact of the instructional approach.

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