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The Effectiveness of Using Fables in Developing EFL Elementary Students' Speaking Skills

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Title: **The Effectiveness of Using Fables in Developing EFL Elementary Students' Speaking Skills**

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ABSTRACT

The aim of this study was to investigate the effectiveness of using fables in developing EFL elementary students' speaking skills. This study used mixed method research, where one class (N=17) in the first term of the academic school year 2020/ 2021 was randomly selected from El-Massria Integrated Schools, 10th of Ramadan. Quantitative and qualitative were collected through a speaking pre-posttest, a teacher log, speaking rubrics, and a satisfaction questionnaire. The results indicated that the program has a large effect on promoting the experimental group students' speaking skill in general and the speaking sub-skills in particular. All students of the experimental group showed an increase in their performance during the oral post-test. In addition, there was a high level of student satisfaction which indicates the extent of students' satisfaction and engagement with the proposed program. As to the qualitative data, it was found that the students were involved, enthusiastic, motivated, and interested in the program. It can be concluded that students' speaking skill through using fables was improved. Based on the results of the study, the researcher provided some recommendations and suggestions for further studies.

Key words: fables, speaking skills, storytelling, primary schools, Egypt

مستخلص الدراسة

عنوان الدراسة:

" فاعلية استخدام القصص الخيالية في تنمية مهارات التحدث باللغة الانجليزية كلغة اجنبية لدى تلاميذ المرحلة الابتدائية"

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المستخلص:

تقترح الدراسة الحالية برنامج قائم علي استخدام القصص الخيالية لتنمية مهارات التحدث لدي طلاب المرحلة الابتدائية والهدف من هذه الدراسة هو التحقق من فاعلية استخدام القصص الخيالية في تنمية مهارات التحدث لدى طلاب المرحلة الابتدائية من اللغة الإنجليزية كلغة أجنبية. استخدمت هذه الدراسة أسلوب البحث المختلط حيث تم اختيار فصل واحد (عدد = ١٧) في الفصل الدراسي الأول من العام الدراسي ٢٠٢٠/٢٠٢١ عشوائياً من مدارس المصرية المتكاملة بالعاشر من رمضان. كانت أنواع البيانات بيانات كمية ونوعية. قامت الباحثة بجمع البيانات من خلال الاختبار القبلي للمحادثة ، وسجل المعلم ، ونموذج يتضمن مهارات التحدث ، واستبيان الرضا.

أشارت النتائج إلى أن البرنامج له تأثير كبير في تعزيز مهارات التحدث لدى طلاب المجموعة التجريبية بشكل عام ومهارات التحدث الفرعية بشكل خاص. أظهر جميع طلاب المجموعة التجريبية زيادة في أدائهم أثناء الاختبار البعدي الشفوي. بالإضافة إلى ارتفاع مستوى رضا الطلاب حيث أظهرت النتائج نسب عالية لكل بند من بنود المقياس كما حدث في النطاق بين (٧٤-٩٢)٪ وهي نسب عالية مما يدل على مدى رضا الطلاب عن البرنامج المقترح. وفقًا للبيانات الوصفية ، وجد أن الطلاب كانوا متحمسين ومهتمين بتدريس عملية التعلم. يمكن الاستنتاج أن مهارة الطلاب في التحدث من خلال استخدام الخرافات قد تحسنت. وبناءً على نتائج الدراسة قدمت الباحثة بعض التوصيات والمقترحات لمزيد من الدراسات.

الكلمات الرئيسية: القصص الخيالية ، مهارات التحدث ، رواية القصص ، المدارس الابتدائية ، مصر

Introduction

Language is a means of communication. People can transfer information or messages and express their ideas and emotions with language. Moreover, language can serve the human needs in their communication in all sectors, such as industry, military, business, tourism, transportation, sports, international relations, and especially in education.

In education, English has become the primary language of communication. It is spoken by millions of people all over the world. Nowadays, almost all majors and fields use English, such as engineering, economics, education, health, and social life. It is a global language, which is spoken all over the world and it also has an effect on living. Hence, it is very essential to learn English. Graddol (2006) argued that "the growth of the use of English as the world's primary language for international communication has obviously been continuing for several decades."

To be able to communicate fluently, either orally or writing, language Macro skills are considered very essential, i.e. listening, speaking, reading and writing. Among those skills, speaking skills are naturally difficult to be mastered by the students starting from elementary school. This is true because speaking skills include many complex aspects, such as (1.) **fluency** (smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking), (2.) **pronunciation** (the way students produce clearer language when they speak), (3.) **grammar** (the rule of study of language inflection),
(4.) **vocabulary** (the words used in language), and (5.) **comprehension** (the ability of understanding the speaker's intention and general meaning). Speaking is considered the basis for verbal communication.

Being an important skill, the need for new strategies of teaching speaking is necessary. Most Egyptian students suffer from lack of oral fluency, pronunciation defects, and stage fright. This might be due to their lack of exposure to real life situations, resulting in lack of opportunities to practice and master their speaking skill. They also suffer from other problems such as insufficient amount of vocabulary, grammatical and structural mistakes.

Hadijah (2014:1) found that the students' reasons in facing the problems of English speaking were not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency and comprehension, but also they have their own personal reasons, such as being shy to perform speaking, lack of self-confidence, lack of speaking practice, time management, speaking material, and exposure problems. According to Sayed (2008), English is taught as a foreign language not as a means of communication. This takes a very traditional form which does not help the students to develop their verbal or oral skills.

It has been proven that the use of short stories is useful in teaching speaking. Stories allow instructors to teach the four skills to all levels of language proficiency. Murdoch, (2002) indicates that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT (English Language Teaching) courses for learners at intermediate levels of proficiency" (p. 9).

Fables are a particular kind of story with their own structure and lessons to be learned. They are short and interesting; the child has the pleasure of reading an entire story at one sitting. They use animals as the main topics, and animals are the natural companions of the child. Fables were initially collected and orally conveyed to teach a lesson and to guide people to live a morally honest life (Tomasula and Pawelski, 2012).

Statement of Problem

The problem of the present study is concerned with EFL elementary students' poor performance in English speaking skills which prevents them from communicating orally when they are required to do, so. This may be due to the ineffective methods that are used in teaching, in addition to learning the vocabulary in an isolated way instead of being a part of a context. This fact does not enable students to internalize and remember vocabulary easier by building meaningful relations between what they learn and do in their real context, also by not using language in their daily life. Therefore, through this study, the researcher attempted to investigate the effectiveness of a program based on the use of fables in improving English speaking skills for a sample of EFL elementary students.

Research Questions

Therefore, this study sought to find an answer to the following main question:

What is the effectiveness of a proposed program based on the use of fables in developing EFL elementary students' speaking skills?

To answer the above main question, the following sub questions were answered:

1. What are the required speaking skills which would develop elementary students' speaking?

2. What are the characteristics of the program required to develop elementary students' speaking?

3. What is the effectiveness of using fables in developing EFL elementary students' speaking skills?

4. To what extend are elementary students satisfied with the program (using fables)?

Hypotheses

In order to investigate the research problem, the study tested the following hypotheses:

1. There is a statistically significant difference between the mean scores of the experimental group's pre-posttest in the overall speaking skills in favor of the posttest.

2. There are statistically significant differences between the mean scores of the experimental group on the pre-test and the post-test in each speaking sub-skill in favor of the post-test scores.

3. The students' satisfaction with learning English would increase after using fables.

Aims of the study

The aim of the research was to propose a program for the development of speaking skills among EFL elementary students. The main objectives of this research were:

1. Improving the speaking skill for EFL elementary students through using fables and monitoring their effectiveness in the quality of students' communication.

2. Increasing EFL elementary students' satisfaction with the program through using fables.

Significance of the Study

This study may be suitable for EFL elementary students, EFL teachers, EFL researchers, and EFL curriculum designers. It could be expected to make the **students**

aware of the essential role and the benefits of fables in improving their speaking ability, and also to increase their motivation and satisfaction. In addition, it might help elementary **teachers** use fables for teaching English to enhance their students' speaking skill through providing them with a variety of speaking activities and exercises. Also, the study might provide EFL **researchers** with a theoretical and a practical foundation, as well as recommendations for further research to improve primary students' speaking skills. Finally, it might provide **curriculum designers** with the importance of integrating short stories(fables) as an important technique in EFL learning.

Delimitation of the Study

This study was delimited to:

1) One class of grade six elementary students at El-Massria Integrated Schools, 10th of Ramadan, Egypt.

2) A duration of two months (November& December 2020) to conduct the study.

3) Eight fables

4) Speaking subskills (fluency, pronunciation, vocabulary, grammar, and comprehension)

Definition of Terms

Fables:

According to Van Dyk (1997:113), 'one could define a fable in just three words as "a *fictitious metaphorical narrative*". In this research a fable is a tale, mostly short, that teaches a lesson. A fable is a tool used for helping grade six students in El-Massria Integrated Schools, 10th of Ramadan to develop speaking and increase their satisfaction in learning English.

Speaking skills

Oradee (2012) remarks that speaking is considered as the most essential skill when learning a foreign language since it is the basic ability for communication. Speaking skill is used in this study as the ability of grade six students in El-Massria Integrated School, 10th of Ramadan, to express their ideas through utterances by doing conversation in the class and speaking clearly including pronunciation, grammar, vocabulary, fluency and comprehension.

To confirm the importance of speaking, Nazara's (2011) study entitled " *Students' perception on EFL speaking skill Development*" aimed to investigate students' perceptions of their English speaking skill development at the English Teaching Study Program of the Christian University of Indonesia's Faculty of Education and Teacher Training. It used mixed method design in which 40 students were randomly chosen from third-year and fourth-year college students. The instruments were an open-ended questionnaire and a semi-structured interview. The results showed that all respondents saw the importance of speaking and were eager to discuss the requirements to master it. Despite having exciting content, motivational activities, and a strong opportunity to practice speaking, they insisted on getting more time to practice. Moreover, some respondents appeared to avoid speaking because of their fear of being 'scolded' from the lecturers and 'laughed at' from classmates. The paper ends by indicating the importance of developing a comfortable and enjoyable classroom environment.

In addition, Abdelmageed & El-Naggar (2018) in the study entitled " *Digital Storytelling Enhances Students' Speaking Skills at Zewail University of Science and Technology in Egypt*" stated the nature of speaking as an interactive process to construct meaning. The aim of this study was to investigate the effect of digital storytelling on learners' oral proficiency and to determine how far learners were satisfied with the digital storytelling experience. This study used a quasi-experimental design in which eight first-year college students at Zewail University of Science and Technology in Egypt participated in the treatment. The tools were a pre-post speaking proficiency test, an interview, and written reflections. The results showed that the oral performance of learners was enhanced through digital storytelling. It was also revealed that there was a great satisfaction among the participants.

Storytelling and fables are relevant tools in the current research as they include students within the stories developing their imagination and creating positive attitudes toward English as this strategy is related to their interests. They appreciate listening to stories that permit them to remember points of interest and to expect what is planning to

happen. Literature gives delight and enjoyment. In addition, literature can teach at the same time it entertains. Children love stories since they develop their creative energy, help them recognize the experiences, thoughts of people, and allow them to describe how others have lived by "traveling" to other parts of the universe regardless of the time or place. It has numerous benefits, such as entertainment, education, cultural protection, and moral values. Pathan (2013) categorized different benefits of using short stories in EFL classroom under various classifications such as: linguistic, socio-cultural, personal and emotional and discussed them in detail focusing on their possible implications for EFL teachers and learners. It also has elements that have to be noticed; they are the plot, characters, and narrative point of view.

Fables as animal tales are popular among children. Emery (1997) said that fable is a short metaphorical narrative that makes a moral point, traditionally by means of animal characters which speak and behave like human beings.

Teachers have used different kinds of stories and are still using them, but the most important ones have always been fables. In an article written by Theda Detlor (2001) "Teaching with the fables of Aesop," fables are: "moral stories, mostly involving animals that represent people. They show human experiences and reveal conflicts about things that matter. They are generally short and concise stories". Teachers have often tended to use fables as they have a moral and therefore teach students a lesson. Fable stands for a popular form of storytelling It has proved to be an educational tool of great intercultural influence.

Lestari, Istianah, & (Ariyanto, 2013) in the study entitled" *Improving the Eighth Grade Students 'Participation and Their Reading Comprehension Achievement by Using Indonesian Fables* " aimed to investigate using fables to improve students' active participation and their reading comprehension achievement. This study used classroom action research design. The participants were eighth Grade students in Indonesia. The tools were a reading comprehension test and an observation checklist. The result indicated that

using Indonesian Fables could enhance the active participation of the students and their achievement in reading comprehension.

Research Design

The current study followed a mixed method research approach (both qualitative and quantitative) for data collection and analysis.

Participants

One intact group of 17 EFL grade six elementary school students (boys and girls) who were randomly selected from El-Massria Integrated schools to take part in the current study during the first semester of 2020. The student's age range was between 11-13 years, including both boys (N= 8) and girls (N=9).

Instrumentation

In this research, the researcher used four instruments, as follow:

The Speaking Pre-Posttest

The researcher used one group pre- posttest design to investigate the effect of using fable stories on developing students' speaking skill before and after being given a treatment. It was used as a pre-test to find out the exact level of participants' speaking skill before the treatment and at the end of the treatment as a post-test to find out if the treatment had a positive impact on enhancing the speaking skills of the students . The main objective of the tests was to measure the participants' speaking skills before and after the treatment.

In scoring students' speaking ability, the researcher used the scoring system/analytical speaking rubric according to Brown. (1. Grammar 2. Vocabulary 3. Comprehension 4. Fluency 5. Pronunciation) (See Appendix C). The test took 8 to 10 minutes for each participant to complete. The total score was 20 in the analytical speaking rubric and after getting the scores, the average of their scores was calculated using the statistical package of social science (SPSS V.23) software.

The speaking test was developed according to the criteria suggested by IELTS exam. Hence, the tasks and materials developed for the test were adapted from the IELTS speaking component (See Appendix B). The examiner had a prepared list of written

prompts for every section/task. This list contained quite a wide variety of questions. Furthermore, the speaking test consisted of three tasks: warm-up questions, a talk with a task, and discussion. The time allotted for the test was 10–13 minutes per learner, including giving clear instructions. The test was reviewed by six EFL experts to ensure its validity. In addition, test-retest reliability coefficient was 0.997 (significant at 0.05 level).

Teacher Log

A teacher log was used to obtain the data based on the observation in the process of teaching and learning speaking and to record the teacher's instructional strategies and students' participation. Before conducting the treatment, the researcher observed the condition of the classroom, media of teaching and technique which is used by the teacher to teach speaking to the students and how students' reaction during the teaching and learning process. After that, the researcher used a test as the instrument of the research (See Ch.5).

Speaking Rubrics

The speaking rubrics contain scores of students' speaking performances. The scores were gained through a pre- and a post-test. At the end, the scores were accumulated to measure whether the fables improve students' speaking skills or not. For each speaking skill, four levels were identified. Level (4) represented excellent performance, level (3) represented good performance, level (2) represented fair performance, and level (1) represented poor performance. The rubric descriptions were mainly gleaned from (Maulany. 2013: P.35), (Hania Eiz, 2017: P.86-87), and (Brown ,2004: P.172) (See Appendix C).

A close-ended questionnaire

This questionnaire was a list of statements to measure the participants' satisfaction using the fable stories to enhance their speaking skills (See Appendix D). The questionnaire was administered at the end of the course. The questionnaire consists of (10) questions /statements. The first five questions /statement of the questionnaire focused on students' improvement and progress in the speaking skills. The second five questions

focused on "using short stories especially fables technique" in teaching to enhance the speaking skills.

Intervention

The experimental phase started after finishing the speaking pretest. Every student got the same learning material. As the proposed program aimed at developing the specified EFL speaking

skills among grade six students, each lesson focused on almost all the skills. Throughout the lessons, students were required to perform the following tasks:

-Describe and find the features of fables in each story

-Discuss ideas/views/opinions freely and confidently

- Discover the problems and find the solutions for given situations.

- Conduct interviews to obtain information from each other.

- Exchange information through their group work.

- Retelling the stories to their peers guided or not guided by pictures.

- Doing role play to practice social/ interactional functions.

Each story has three parts to be conducted. In **Part 1**, students are introduced to the new grammar topic, new words in the story, and how to use them properly in complete sentences through doing activities. They learn how to identify the features of each fable while reading it with appreciation. In **Part 2**, students read and find specific aspects of the fable story such as setting, character, moral, dialogue, opening and closing. In **Part 3**, they practice oral and story-telling skills by retelling the fable in their own way (See Appendix E).

The assessment of the fables used the same analytic rubric (See Appendix C). It focused on learners' demonstration of their ability to tell or perform stories orally, read or provide helpful comments on the story and on their peers. The experiment lasted for eight weeks (24 hours). Each week has three sessions with three hours.

Results

Testing the First Hypothesis

The first hypothesis of the current study is "There are statistically significant differences between the mean scores of the students in the Speaking Skills of the pre-test and the post-test, in favor of the post-test." In order to check the validity of this hypothesis, the researcher calculated students' Speaking scores in the pre/post-test using *Paired Samples T-test (SPSS, Version 23).*

Table (6) shows the statistics of the pre/post-tests according to the experimental group.

Table (6): Paired Samples Statistics for the speaking pre/post-test

		N	Mean	Std. Deviation	t- value	P- value	Effectiveness>=1
Speaking Skills	Pre	17	13.70	2.82	8.80	0.000	1.20
	Post	17	17.17	2.09			Effective and acceptable

As shown in table (6), there is a significant difference between the scores of the students in the pre-test (M=13.70, SD=2.82) and in the post-test (M=17.17, SD=2.09); $T(16) = 8.80$, $p = 0.000$. The significance of *t* is (0.0.000), which is smaller than (0.05), and this means that there is a statistically significant difference between students' scores of the pre-test and those of the post-test in speaking skills in favor of the post-test.

Testing the Second Hypothesis

The second hypothesis of the current study states that there are statistically significant differences between the mean scores of the students in each speaking sub-skill of the pre-test and the post-test, in favor of the post-test.

Table (7): Paired Samples Statistics for the speaking pre/post-test, speaking subskills

		N	Mean (M)	Std. Deviation (SD)	t- value (16)	P- value	Effectiveness>=1
Fluency	pre	17	2.70	0.77	3.77	0.002	1.10
	post	17	3.17	0.63			Average effectiveness
Pronunciation	Pre	17	2.82	0.72	4.78	0.000	1.04
	Post	17	3.41	0.50			Average effectiveness
Vocabulary	Pre	17	2.47	0.62	7.21	0.000	1.12
	Post	17	3.23	0.56			Average effectiveness
Grammar	Pre	17	2.88	0.48	4.95	0.000	1.09
	Post	17	3.58	0.50			Average effectiveness
Comprehension	Pre	17	2.82	0.63	9.05	0.000	1.03
	Post	17	3.76	0.43			Average effectiveness

With regard to **fluency**, table(7) above shows that there is a significant difference between the scores of the students in the pre-test (M=2.70, SD=0.77) and in the post-test (M=3.17, SD=0.63); $T(16) = 3.77$, $p = 0.002$. The significance of t is (0.002), which is smaller than (0.05), and this means that there are statistically significant differences between students' scores of the pre-test and those of the post-test in Fluency.

As to **pronunciation**, there is a significant difference between the scores of the students in the pre-test (M=2.82, SD=0.72) and in the post-test (M=3.41, SD=0.50); $T(16) = 4.78$, $p = 0.000$. The significance of t is (0.000), which is smaller than (0.05), and this means that there are statistically significant differences between students' scores of the post-test and those of the pre-test in Pronunciation.

Regarding **vocabulary**, there is a significant difference between the scores of the students in the pre-test (M=2.47, SD=0.62) and in the post-test (M=3.23, SD=0.56); $T(16) = 7.21$, $p = 0.000$. The significance of t is (0.000), which is smaller than (0.05), and this means that there are statistically significant differences between students' scores of the pre-test and those of the post-test in Vocabulary.

When it comes to **grammar**, it is clear that there is a significant difference between the scores of the students in the pre-test (M=2.88, SD=0.48) and in the post-test (M=3.58, SD=0.50), $T(16) = 4.95$, $p = 0.000$. The significance of t is (0.000), which is smaller than (0.05), and this means that there are statistically significant differences between students' scores of the pre-test and those of the post-test in Grammar.

As to **comprehension**, there is a significant difference between the scores of the students in the pre-test (M=2.82, SD=0.63) and in the post-test (M=3.76, SD=0.43) ; $T(16) = 9.05$, $p = 0.000$. The significance of t is (0.000), which is smaller than (0.05), and this means that there are statistically significant differences between students' scores of the pre-test and those of the post-test in Comprehension, and Finally, results indicate that the second hypothesis is Accepted according to the scores given by the experimental group.

Table (8) Testing the Third Hypothesis

The third hypothesis of the current study states that "The students' satisfaction with learning English would increase after using fables."

		N	Mean	Standard deviation	percent	Level of satisfaction
1	The speaking class has an effect on the improvement of my accuracy, fluency, and pronunciation in speaking.	10	4.00	0.66	80%	High
2	The speaking activities have provided the opportunity for me to use English for real life communication with my classmates and teachers.	10	4.60	0.51	92%	High
3	My teacher helped me solve any speaking problems in the classroom.	10	4.40	0.51	88%	High
4	There were opportunities to speak and practice English inside and outside the classroom.	10	4.10	0.31	82%	High
5	I feel motivated to speak English in class.	10	4.00	0.66	80%	High
6	Using short stories especially fables has helped me develop the confidence to speak English.	10	4.10	0.73	82%	High
7	Fable stories have many advantages that helped me learn the speaking skills.	10	4.10	0.56	82%	High
8	Learning through fables promotes communication, motivation, and interaction.	10	4.10	0.56	82%	High
9	I have enjoyed the fable stories that I studied.	10	4.30	0.67	86%	High
10	I will try to participate and apply what I learned in other learning situations.	10	3.70	0.82	74%	Medium

As shown in table (8), there is a high level of student satisfaction, as the results showed high percentages for each item of the scale. It occurred in the range between (74-92) %, which indicate high rates, showing the extent of students' satisfaction with the proposed program. It can be inferred that the learners believed that the program helped them enhance their speaking skills. The majority of students agreed that using fables in the speaking class gave them opportunities to practice and use English for real life

communication as they have an effect on the improvement of their accuracy, fluency, and pronunciation in speaking. They felt motivated and confident to speak English inside and outside the class. Besides, their attitude toward the program as a whole, many students agreed that fables have advantages that made them enjoy the program. Only ten learners participated in the satisfaction questionnaire from 17. The justification is that at the same time of collecting the data through this satisfaction questionnaire, it was the time to end the first semester, so some students were absent as a result the researcher could not collect from the whole participants.

Discussion of the results

Most of the Egyptian students struggle with speaking skill, suffer from lack of oral fluency, and feel anxious and unmotivated. This program was designed to determine if using fable would have an effect on the students' level of their speaking skill. In light of the significant results of the study, it can be concluded that the program has a large effect on promoting the experimental group students' speaking skill in general and speaking sub-skills in particular. All students of the experimental group showed an increase in their performance during oral post-test.

This was clear in the support gained from the three hypotheses of the study. **First**, there are statistically significant differences between the mean scores of the students in the speaking skills of the pre-posttest, in favor of the post-test. The results showed that there are statistically significant differences between students' scores of the pre-test and those of the post-test in speaking skills in favor of the post-test. Therefore, the program contributed to the students' development in terms of their overall speaking proficiency. This agrees with the results reported by Vargas& Zamora (2017) after studying the effectiveness of using fables in developing the speaking skill where it was found that the fables had an impact on the way the students started expressing their ideas.

Second, there are statistically significant differences between the mean scores of the students in each speaking sub-skill of the post-test and the pre-test, in favor of the post-test. It appeared in **fluency**, the results showed that there is statistically significant difference between students' scores of the pre-test and those of the post-test in Fluency. In the pretest,

the students had some difficulties to be fluent. Some of them felt hesitated, shy, and some of them spoke slowly or took time to think about what they wanted to say while in the posttest, they could speak normally and fast as they were active and participated in each discussion, and their talk time was maximized.

As for **pronunciation**, the results showed that there is a statistically significant difference between students' scores of the pre-test and those of the post-test as the students in the pretest made some mistakes in pronouncing some words, but later they made progress through retelling each story and gradually improved their pronunciation in the posttest.

Regarding **vocabulary**, it was clear that there is a statistically significant difference between students' scores of the pre-test and those of the post-test. The students did not know many new vocabulary, so they used repeated words in the pretest, and they were not able to express themselves in an impressive way while in the posttest , most of them had already used all the vocabulary that appeared in the fables, and they were eager to practice, discuss, and share their thoughts in front of their classmates.

In **Grammar**, the results showed that there is a statistically significant difference between students' scores of the pre-test and those of the post-test. The main problem in grammar was that some students used the subject verb agreement in a wrong way while others used wrong forms of the past tense then they became aware of using correct subject verb agreement and using the correct forms of past verbs from the stories as they were interested to read more fables then to retell in the class.

As to **comprehension**, it was shown from the results that there is a statistically significant difference between students' scores of the pre-test and those of the post-test. In the pretest, some students could not comprehend some questions, so it was difficult to answer or to put events in sequence to tell any experience in their life. During the application of the study, they could comprehend the stories and the vocabulary well and retell the story in a sequence way. These results suggest that the second hypothesis is accepted according to the scores given by the experimental group.

Using storytelling with fables were believed to enhance the students' speaking skills in some aspects such as fluency, vocabulary and pronunciation as they used to retell the story in their own words. Their vocabulary increased. Their pronunciation was also better. They spoke fluently and automatically with their desire to learn. This result is in line with Ikrammuddin's (2017) view as he said in the advantages of storytelling that students get interested in a story because they interact with the characters and seek to understand the stories and illustrations. Also, stories can help develop positive attitudes towards the foreign language and learning because they are enjoyable, and they can create a desire to keep learning. This result is also in agreement with other researchers' results as Kalentari and Hashemine (2016), and Hegazi (2005) who emphasized that the storytelling approach improved the students' vocabulary skills, and the storytelling is a significant tool that can improve the oral abilities of students.

Moreover, the speaking activities that were used in the form of pair work and group work provided opportunities for students to use the language and helped them to be focused and engaged where they had enough time to practice the spoken language. They were no longer passive learners. This result supports that of Ezz (2018) that the role-playing as one of class speaking activities improved the student's speaking skills. Also, Ali (2018) indicated the importance of implementing more student-centered teaching in the Egyptian education as leaners feel dissatisfied and do not get benefits from the time of sessions based on lectures and from the traditional lecturing that involves minimum discussions.

The **third** hypothesis of the current study is "The students' satisfaction with learning English would increase after using fables." It was proved that there is a high level of student satisfaction, as the results showed high percentages for each item of the scale, as their satisfaction occurred in the range between (74-92)%, which are high rates, indicating the extent of students' satisfaction with the proposed program. After analyzing the questionnaire and their opinions whether using fables helped them improve their speaking skill or not. As stated in number one and two of the questionnaire statements, 90% of the students agreed that the speaking class has an effect on the improvement of their accuracy,

fluency, and pronunciation in speaking, and the speaking activities have provided the opportunity for them to use English for real life communication with their classmates and teachers. Based on students' responses in number three, four and five of the questionnaire statements. 85% of the students were helped to solve any speaking problems in the classroom, and there were opportunities to speak and practice English as they felt motivated to speak English in the class.   Furthermore, in accordance with the students' responses in questionnaire number six, seven, eight, nine, and ten, 85% of them agreed that short stories especially fables have helped them develop the confidence to speak English, and they have many advantages that helped them learn the speaking skills. After analyzing the questionnaire, the researcher found that most of the students were interested in learning speaking by using fables. This finding coincides with those of Misaini (2015), Subur (2014), and Vargas and Zamora (2017).

5.2. Limitation:

This current study has positive results that proved the effectiveness of using fables in developing EFL students' speaking skills; however, the researcher also faced some challenges and obstacles while carrying out the program that can be summarized as follow:

1- Building a positive , fun, and relaxed atmosphere was not that easy through the existence of some shy and hesitant students among the experimental group whose engagement was a challenge to the researcher, so she created a friendly classroom atmosphere from the beginning and showed care to each one of the students, helped them to set the classroom rules, arranged the desks to meet the needs of the students and lessons, and motivated them to be highly engaged and interested in fulfilling the required tasks and to be involved in each class activity.

2- Another challenge that the students wanted to speak English when they were required to repeat or recall an answer. It was clear that there was a lack of opportunities for students to use the language to communicate effectively. This problem may be due to traditional methods of teaching English depending on memorization, learning grammatical rules which focus on lecturing rather than practice, so the researcher during carrying out the program used activities and games to train the students and assist them to use English

language, communicate, participate, and engage in a rich and interactive learning environment.

3- Applying some of the activities and games with their rules in the class and the playground needed a lot of time for preparation and took much time to apply. That was a challenge for the teacher which required the researcher to increase the number of sessions (See Appendix H)

Findings

-The first hypothesis aimed to investigate the effect of the program on students' speaking skill. The results showed that there was a statistically significant difference between the mean scores of the students in the speaking skill as a whole of the pre-test and the post-test in favor of the post-test. Thus, the first hypothesis was accepted.

-For the second hypothesis, the analysis of the result showed that using fables had a statistically significant effect on each speaking subskill of the pre-test and post-test in favor of the post-test, and hence the second hypothesis was affirmed.

-For the third hypothesis, the analysis of the result showed high percentages for each item which indicated the extent of students' satisfaction with the program.

Recommendations:

In the light of the present study results, the following recommendations are made:

1. The current study can be adopted for teaching speaking to students at the elementary stage and other stages taking into consideration students' age, needs, and interests. Speaking class should be given more attention in our EFL classes. More time and efforts should be exerted to develop this main skill and its subskills.

2. Students should be offered enough opportunities to practice speaking, involved in every speaking activity, and given confidence to speak out in front of others in our EFL classes by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

3. Students should become the center of the learning process and should share more responsibilities in their learning of speaking skills. They can become more independent and more involved in learning speaking through reducing teacher time talking (TTT) and

increasing students time talking (STT). Hence, the teacher's role changes from an authority figure to a facilitator, guide, discussion organizer, observer, helper and language adviser.

4. Students' speaking performance should be encouraged and appreciated to increase students' motivation.

5. The use of communicative activities in the form of games could improve students 'motivation and active involvement during the teaching and learning process.

6. Along with their normal emphasis on grammar and vocabulary, EFL teachers should pay equal attention to the different speaking sub-skills, thus paying more attention to discourse competence, including conversation management and discourse organization, as well as fluency.

7. The use of pair and group work are recommended, as they encourage students to cooperate and help engage in negotiations that improve and develop their speaking skills.

8. For the teachers, appropriate choice of teaching technique can make the teaching and learning process not only runs well, but also interesting and fun. Using short stories especially fables can be a powerful and motivating source for teaching and helping teachers to teach the four skills -listening, speaking, reading and writing more effectively because of the motivational benefit embedded in the stories. They are short, simple, interesting, fun, can be used for all levels, and have a variety of choice for different interests. Teachers should choose a suitable text for each level to use in class and should help her/his students understand the story with various activities.

9. Supportive feedback should be offered throughout the task cycle, not only to help students identify their weaknesses in speaking and ways of overcoming them but also to encourage their strengths and consequently increase their motivation and involvement in speaking. Students 'speaking skills improved by giving feedback. Giving feedback on students' accuracy and pronunciation also increase students' confidence in using English to speak up since their accuracy and pronunciation mistakes could be minimized. The students could also detect the other students' mistakes and they could learn from their mistakes as well as from the others.

Suggestions for further research

After conducting this study, the researcher proposed some suggestions that would be useful.

a. This study discusses the use of fables in teaching English to improve the students' speaking skills. It was conducted on elementary students. The researcher hopes that this study can be applied by other researchers in different level of students.

b. Considering that this study is just one of efforts in increasing students' skill in speaking, so the researcher hopes that the finding of this study will be used as starting point of the future research on similar problems.

c. To conduct further research to investigate the effect of similar methods on developing different English language skills in Egypt.

d. Further research is needed to explore the effectiveness of other techniques in developing Egyptian EFL students' speaking skills (grammatical, pragmatic and discourse competencies) as well as their fluency.

e. Other studies are needed to evaluate the impact of implementing a similar program over a longer period of time on students' skills, especially in terms of pronunciation and fluency.

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