A Program Based on Fables for Developing EFL Speaking Skills and Moral Aspects of Official Language Primary School Pupils

By:

Dr. Marwa Mourad Saleh

An Associate Professor at Department of
Curriculum and Instruction (EFL)
Faculty of Education, Fayoum University, Egypt

A Program Based on Fables for Developing EFL Speaking Skills and Moral Aspects of Official Language Primary School Pupils

Dr. Marwa Mourad Saleh[1]

1.1   Introduction

Speaking is a vital skill in teaching and learning a foreign language, as it is the essence of oral communication. Proficiency in speaking is essential because English is widely recognized as a global language. However, achieving mastery in this skill is not easy. It demands a solid understanding of several key components, including pronunciation, grammar, vocabulary, fluency, and comprehension.

Teachers should motivate students to speak and engage in classroom by offering activities that are both engaging and appropriate for students' age and language level. Additionally, they should incorporate authentic, real-life scenarios that promote meaningful language use. Creating a supportive and relaxing classroom atmosphere is also essential to allow students to express themselves orally without fear of making mistakes.

Teaching speaking to young learners is essential since it fosters the development of communication skill which is regarded as one of the core competencies required in the 21st century. According to Becker and Roos (2016), developing communication skills is the central aim of foreign language education in primary schools. So, the primary EFL classroom should provide young learners with diverse opportunities to engage with the target language in spontaneous, productive, and creative ways

Speaking skills can be improved using a wide range of methods and techniques, one of which is the use of fables. As a literary genre, fables are short allegorical tales that represent one of the earliest forms of storytelling, often incorporating proverbs, legends, and parables. They serve as effective tools to help students enhance their oral communication, express themselves clearly, and engage in meaningful dialogue. Fables are widely used in

[1] **Dr. Marwa Mourad Saleh**: An Associate Professor at Department of Curriculum and Instruction (EFL) Faculty of Education , Fayoum University, Egypt

children's literature across cultures (Iyanda, 2019), and they also play an important role in imparting moral aspects.

Moral aspects are fundamental principles that give meaning and direction to an individual's lives, shaping his identity and character. They act as essential guidelines, helping people differentiate between right and wrong and informing their actions and decisions (Radha, 2016). They are grounded in a system of beliefs, principles, and standards that enable individuals to judge what is acceptable or unacceptable conduct defined by societal norms (Kaur, 2015). Without moral aspects, the stability and continuity of society would be at risk

Both parents and teachers hold a shared responsibility in nurturing moral values in children. Education should not only focus on academic achievement but also on the development of ethical principles. Integrating moral education into the curriculum is integral. According to Kaur (2016), moral aspects should be reinforced through regular repetition, and literature serves as an effective medium for this purpose. Through engaging and enjoyable stories, literature creates a meaningful learning environment that helps students internalize moral lessons.

Speaking skills and Moral aspects can be developed through using fables as the researcher hypothesized. This genre of children's literature primarily intends to convey universal moral lessons or cautionary messages. Fables are powerful tools for educating, entertaining, and preserving cultural values. Integrating fables into the school curriculum is essential, as they provide a meaningful avenue for enhancing children's reasoning, comprehension, critical thinking, and communication abilities (Iyanda, 2019; Sahin, 2019).s (Iyanda, 2019 ; Sahin,2019).

1.2 Context of the problem

Many EFL supervisors and teachers report that primary pupils face significant challenges in speaking. For most students, speaking is particularly difficult due to their limited vocabulary and insufficient grasp of grammatical structures, making it hard for them to speak clearly and correctly. They often struggle to form complete sentences and their spoken English tends to sound unnatural. As a result, many are reluctant to participate in classroom activities, choosing instead to remain silent out of fear of being corrected or criticized by teachers and peers. Also, some pupils exhibit unethical behavior, such as cheating during final exams, lying to teachers and classmates, or stealing from the school canteen and peers'

bags. Such actions are often attributed to a lack of moral education and guidance, which is essential for shaping appropriate behavior. .

This is supported by many studies, including those by Sidky (2019) and Nurhayati and Fitriana (2019). The former found that students struggle with speaking because they lack meaningful contexts where they can use the language for real communication. Also, speaking is often neglected in schools since it is not part of the formal assessment process, resulting in limited practice. The latter observed that many children show a lack of respect for their teachers and others, demonstrate indifference toward their classmates, and exhibit low levels of moral development.

To document the problem, a pilot study a pilot study involving 25 fourth-year primary pupils enrolled at Itsa Official Language School was conducted. The study involved a speaking test in which the pupils were asked to describe pictures to tell a fable and perform two short dialogues. The results showed that a significant majority (77%) demonstrated weak speaking skills. Additionally, the researcher administered a moral aspects scale consisting of 12 statements addressing values such as cooperation, kindness, hard work, lying, dishonesty, cheating, and stealing. The statements were presented in both English and Arabic. The pupils' responses indicated a noticeable deficiency in their understanding and application of moral values.. .

1.2 Statement of the problem

The problem of the present study could be stated in the lack of speaking skills and moral aspects among fourth-year official language primary school pupils. Therefore, this study proposed the use of fables to develop their speaking skills and moral aspects.

1.3 Questions

This study sought to address the following main question:

What is the effect of a program based on fables on developing official language primary school pupils' EFL speaking skills and their Moral aspects?

Based on the main question, the following sub-questions could be formulated:

1. What is the effect of a program based fables on developing official language primary school pupils EFL speaking skills?
2. What is the effect of a program based fables on developing official language primary school pupils' moral aspects?

A Program Based on Fables for Developing EFL Speaking Skills and Moral Aspects of Official Language Primary School Pupils

54

1.4   Hypotheses

Two hypotheses were formulated to fulfill the aim of this study:

1. There is a statistically significant difference at (0.05) between the experimental and the control groups′ mean scores in the speaking skills posttest in favor of the experimental group.
2. There is a statistically significant difference at (0.05) between the experimental and the control groups′ mean scores in the post administration of moral aspects scale in favor of the experimental group.

1.5   Aim

This study aimed to investigate the effect of a program based fables on developing official language primary school pupils' EFL speaking skills and moral aspects .

1.6   Significance

This study might help:

- official language primary school pupils develop their speak skills as well as moral aspects.
- raise teachers' awareness of the pedagogical merits of fables.
- highlight promising research areas for EFL researchers.

1.7   Delimitations

This study was delimited to:

- Sity fourth- year primary pupils enrolled in Itsa official language school in Fayoum governorate.
- Some speaking skills: pronunciation, grammar, vocabulary, fluency and comprehension.
- Some moral principles including cooperation, kindness, hard work, honesty, and the rejection of lying, dishonesty, stealing, and cheating that complement those taught to fourth-year primary pupils in the Values and Respecting the Other course.
- Second term of the academic year 2022 -2023.

1.8   Terminology

Fables

In this study, the term fables is used to refer to animal stories where animals act and behave like humans. They are used to develop speaking skills and moral aspects among fourth-year official language primary school pupils .

EFL Speaking Skills

In this study, the term EFL speaking skills refers to the ability of fourth-year official language primary school pupils to exchange ideas, perform dialogues, and communicate orally in English as a Foreign Language (EFL).

Moral aspects

The term moral aspects in this study describes how fourth-year official language primary school pupils learn to appreciate positive aspects such as kindness, hard work and cooperation while rejecting negative ones including lying, dishonesty, cheating and stealing.

2. Review of literature

2.1 EFL Speaking skills

Speaking is considered one of the most challenging language skills to develop because it involves the real-time integration of several linguistic and cognitive processes. Unlike other language skills, speaking requires spontaneous language production, which demands a strong grasp of grammar, vocabulary, pronunciation, and fluency. It also demands mastery of sub-skills such as turn-taking, intonation, stress, and clarity, as well as the ability to adapt speech according to context and audience (Kirchhoff, 2018).

Speaking is a key aspect of oral communication that must be developed and refined to achieve effective interpersonal interaction. It plays a vital role in fostering communicative competence, particularly within educational settings. It enables students to convey their ideas, thoughts, and emotions verbally using both verbal and non-verbal symbols to facilitate meaning and ensure successful communication (Dhieni, Hapidin, and Ningtias , 2017).

Nature of speaking

Speaking is a dynamic process involving the integration of mental, physical, and social elements. It serves as a means of social regulation, involving complex human behaviors that engage psychological, neurological, semantic, and linguistic processes (Burns, 2019). According to Thornbury (2005), speaking is a multi – sensory activity as it depends on paralinguistic features such as eye contact, facial expressions, body language, speech rhythm, pauses, tone of voice, and pitch. . Speaking is characterized by unique structural and stylistic features that distinguish it from listening and writing. Speaking represents the productive aspect of oral language, while listening constitutes the receptive aspect. The development of speaking skills is significantly influenced by listening abilities because

effective oral communication relies on both receiving and producing language (Dhieni et al., 2017). Also, when compared to writing, spoken language tends to utilize more verbs and clauses rather than relying on nominalization. Spoken discourse is generally less structured than written language.This is because the nature of speaking is shaped by conditions that differ significantly from those of writing. Whereas written texts can be planned, edited, and revised, spoken language is generally produced spontaneously, making it a form of one-shot communication (Šolcová, 2011).

Importance of speaking skill

The primary purpose of learning a foreign language is to enable communication through its use. Developing effective communication skills is essential for language learners. Speaking constitutes the principal means through which humans communicate and interact with one another. According to Ulas (2008), effective communication depends mainly on the ability to speak clearly and confidently, utilizing articulate expression and appropriate voice projection.

Also, plays a key role in achieving success in life. A person's ability to speak clearly and smoothly is important in daily life and often influences the first impression he makes. Moreover, developing proficiency in speaking helps learners build self-confidence and self-esteem, as they feel a sense of satisfaction when they successfully convey their messages.

Components of speaking skill

According to Syakur (2007), speaking skills consist of five essential components: grammar, vocabulary, pronunciation, fluency, and comprehension. Grammar involves the correct use of sentence structures, encompassing both the length and complexity of their utterances. vocabulary refers to the appropriate selection of words for effective communication. Pronunciation requires knowledge of phonological rules, including stress, intonation, and pitch. Fluency reflects the speaker's ability to produce smooth, coherent speech. Comprehension involves understanding and processing spoken information during communication.

To conclude, speaking is more than just talking, it involves five main components. All of these work together to help learners communicate effectively. If one component is missing, communication can fail. Thus, all of them must be developed simultaneously to foster meaningful communication.

Teaching speaking to children

Teaching speaking is a fundamental requirement for developing children's communication skills because it enables them to express their thoughts and emotions effectively. The final goal of teaching speaking is to develop communicative competence. Therefore, children should maximize the use of their current language proficiency. They should try to avoid confusion caused by inaccurate pronunciation, grammatical errors, or inappropriate vocabulary usage, while also adhering to the social and cultural norms relevant to each communicative context (Pratama & Awaliyah, 2015).

Paul (2003) indicated that teachers must consider several key principles when preparing children to communicate effectively in English. These include:

1. Presenting language patterns in meaningful contexts, such as games, self-expression opportunities, and personalized activities.
2. Reinforcing new language patterns by integrating them with previously acquired structures.
3. Offering many opportunities to explore and apply language patterns flexibly in new situations.
4. Fostering children's autonomy and self-confidence to express themselves.
5. Developing children's resilience in unfamiliar or challenging situations by engaging them in problem-solving tasks

To effectively develop children's speaking skills, learning activities must be engaging and enjoyable. Fitria (2013) suggested several activities for promoting speaking among young learners including drilling, sentence or dialogue completion, picture-cued exercises, games, and retelling activities. Drilling helps children memorize new vocabulary and sentence structures through repetition. Sentence or dialogue completion activities support the introduction of written language and guide students in forming spoken responses. Picture-cued exercises provide visual context, activate prior knowledge, and cater to different learning styles. Games create a fun and active learning environment that enhances motivation and allows for physical movement. Lastly, retelling activities help improve pronunciation and expand vocabulary by encouraging children to recall and articulate stories or information in their own words.

Assessing children's speaking

Assessing children's speaking skills is essential for children, teachers, and parents alike. For children, speaking is often the most enjoyable way to

engage with the language, and they feel proud when they can express even basic thoughts in English (Pratama & Awaliyah, 2015). Besides, effective assessment provides them with constructive feedback, helps create a positive learning environment, and strengthens their motivation. For teachers, assessment assists them in monitoring learners' development and planning appropriate instruction. Moreover, assessment offers parents valuable insights into their child's language development and his academic performance over time(Ioannou-Georgiou & Pavlou, 2003).

Assessing young learners′ speaking performance is based on their effective use of semantic and syntactic cueing systems (McKay, 2006). Ioannou-Georgiou and Pavlou (2003) proposed three key criteria to assess young learners' speaking performance including pronunciation, intonation and turn-taking. Teachers must focus on assessing learners' functional language use, particularly in tasks such as asking questions and making self-introductions.

McKay (2006) pointed out that children′s speaking can be assessed through the following techniques:

1- **News telling**

This technique requires children to describe recent events or actions to fellow students. It may be organized in whole-class, small-group, or pair formats.

2-**Telling a story**

In this technique, the teacher assesses children's ability to tell a story by using a laminated picture book. It is recommended to show them all the pictures first and then ask for the story. This is because if they tell the story picture by picture, they may treat each picture separately and lose the flow of the story.

3-**Oral presentation**

This technique may be supported through the use of pictures or objects. It is designed to assess children's ability to convey information with sufficient detail and in a logical sequence.

Studies related to speaking skills

Several recent studies have addressed the development of speaking skills. The following are among the most significant:

Zahran and Qoura (2022) explored how the picture narrating strategy affects fifth-grade pupils' speaking skills and anxiety. Using a speaking test and an anxiety scale with 62 participants, they found notable improvements in speaking and a reduction in anxiety.

Rizqiningsih and Hadi (2019) examined how Multiple Intelligences-based instruction influenced junior high school pupils' speaking skills. Sixty fourth-year students participated, and an oral test was used for data collection. Results showed notable improvement in pupils' speaking performance.

As demonstrated in the aforementioned studies, speaking skills can be developed through various methods and techniques. Based on this, the researcher proposed that fables may serve as an effective method for developing not only speaking skills but also moral aspects. The next section discusses fables in more detail

.2.2 Fables

Nature of fables

Fables, as a form of storytelling that benefits from the simplicity and accessibility of narrative structure, assist children to understand complex life concepts. They are suitable for children as they contain predictable sequence of events, familiar vocabulary, animal characters drawn from real life, and clear moral endings (Posada, Franco and Buitrago ,2017). Mislaini (2015) described fables as short tales featuring animals and concluding with a moral, often in the form of a proverb, that may eventually become part of cultural heritage and are shared orally through generations.

Origins of fables

Many famous fables come from China, India, and other parts of Asia. Yet, Aesop's fables are the best known. They are written by Aesop, a Greek slave, in the late to mid- 16th century BCE. They have been translated into different languages and adapted across multiple cultures and societies (Posada et al., 2017).

Aesop's fables function not only as instructional tools but also as a source of entertainment for children. They convey essential life lessons while capturing the essence of childhood through characters that frequently behave in a manner similar to children. By portraying the challenges of adulthood in a familiar tone, fables help young readers connect with complex morals and life situations early on. Moreover, they offer an opportunity for self-reflection. While humans and animals share certain characteristics, humans are distinguished by their capacity for reasoning, which enables them to make conscious and deliberate choices regarding life (Widagdo, 2020).

Importance of fables

The use of animal characters in fables is especially popular among children, as they are naturally drawn to animals, particularly when these

characters can speak and behave like humans (El Masri, 2017). Such characters leave a lasting impression on children, and evoke feelings of wonder and excitement. For example, children delight in meeting a laughing rabbit, a talking turtle, or a clever fox that succeeds through trickery. These lovely characters take children into a magical world where learning is fun and imaginative, helping them broaden their understanding (Posada et al., 2017). The vivid and engaging characters in fables captivate children's attention and mirror human behavior, all while imparting moral lessons that help shape their values and attitudes (Castañeda, Forero, & Gamboa, 2017).

Despite its structural simplicity, fables could improve critical and reflective thinking skills. Fables may initially appear like simple children's tales, although deeper reflection reveals their inherent complexity. By using animals or objects as characters, fables highlight human behavior and aim to teach important moral lessons. They prompt children to think critically about different actions and values, helping them decide whether or not they agree with the message (Nippold, Lafavre & Shinham, 2020). Also, fables incorporate specific characteristics in the characters' monologues that engage children's emotions, making them effective tools for stimulating reflective thinking (Castañeda et al.,2017).

Fables and children′s literature

Children's literature serves as a transitional form of literature, rooted in the experiences and perspectives of children and childhood. Its primary aim is to nurture language development and prepare young readers for adulthood (Gulec & Durmus, 2015). Among the various forms of children's literature, fables are suitable for childhood due to their brevity, simplicity, and engaging nature (Scudder , 2006) .

The use of fables in educational settings introduces young learners to literature in a fun and stimulating way. This is because they feature animals which are kids′ favorite company (Mendez,2014). Also, literature combines entertainment with education, helping kids imagine new worlds and understand other perspectives, no matter when or where the fable takes place (Vargas & Zamora,2016).

Features of fables

According to Iyanda (2019), fables possess distinct features that set them apart from other literary genres. Firstly, they are traditionally narrated in indigenous languages, allowing listeners to appreciate the aesthetic beauty and cultural richness embedded in the storytelling. Secondly, while different narrators may tell the same fable in different ways, its core

elements and techniques remain consistent across languages. Storytellers often adapt the themes of fables to suit different contexts to ensure their relevance to each generation. This adaptability highlights literature role in reflecting the values and changes within society.

El Masri (2017) outlined several key features that make a fable appropriate for children. A fable should: 1) align with the child's developmental stage and curriculum, 2) introduce new and valuable information, 3) convey moral lessons and encourage positive values, and 4) be clear, simple, and easy for children to understand.

Fables and language learning

Fables support language learning, as their language is generally simpler than that found in other texts (Castañeda et al., 2017). Fables provide input for language learning, as they help pupils activate various language skills (Posada et al., 2017). Moreover , they have concise plots and repetitive patterns that support memory retention and enable young learners to recall and use words and sentence structures more rapidly (Soltani, Khalaji & Azizmalayeri, 2015).

Fables can be used to develop receptive language skills. This is confirmed by a number of studies including Astuti (2019) explored the impact of using animated fable videos on the listening achievement of VIII-G grade students. The findings indicated that the use of fable animation videos enhanced both the students' active participation and their listening performance. Similarly, Mendez (2014) examined the effect of workshops based on Aesop's fables on improving the reading skills of fifth-grade pupils. The results showed that these workshops effectively supported the development of targeted reading skills, facilitating their reading comprehension.

Also, Fables can be used to develop productive language skills. This is confirmed by a number of studies including Vargas and Zamora (2016) investigated the impact of using fables on the speaking skills of primary female pupils. Their findings revealed a significant improvement in the pupils' speaking skills. In addition, El Masri (2017) studied the effectiveness of using pictured and digital fables to develop sentence-writing skills among sixth-grade pupils. The results showed that these techniques had a substantial positive effect on improving pupils' sentence construction abilities.

Fables and Moral aspects

Fables are regarded as a powerful tool for teaching moral values and effectively contribute to both intellectual growth and character development. These animal-based stories enable teachers to instill essential virtues, shape children's personalities, and enhance their emotional intelligence. As a form of persuasive text, fables aim to influence children's

attitudes and encourage them to adopt desirable traits by modeling the actions of good characters (Kusmana, Pujiatna & Gloriani, 2020). This is confirmed by Setyoasih (2014) who analyzed moral aspects within thirteen Aesop's fables and concluded that they can help parents and teachers teach children important moral lessons and build good character.

Also, fables establish a sense of connection between students and their characters, promoting ethical reflection. By engaging with fables, students often place themselves in the characters' positions to assess moral decisions. This encourages students to reflect on what constitutes proper behavior and even offer advice to the characters. This reflection provides students with important life lessons and helps them to differentiate between good and bad behavior (Castañeda et al. ,2017). This is confirmed by Mukhlash (2016) who examined the ethical values presented in three selected English fables, demonstrating how readers can extract meaningful moral lessons. The findings revealed that each fable conveyed at least one ethical message.

Fables, as tools for moral education, can serve as a remedy for the growing prevalence of unethical behavior in society. Today's generation is increasingly exposed to social unrest and criminal activities which may stem from the absence of structured moral education. Therefore, it is essential to introduce moral values to children at an early age. Incorporating fables into moral education could help counter these societal issues, ultimately promoting peace and progress across all areas of life(Iyanda, 2019).

To sum up, fables, with their inherent moral lessons, are highly effective in EFL classrooms, serving as tools not only for language teaching but also for teaching ethical and moral aspects (Mendez ,2014). By incorporating fables into the teaching- learning process, teachers can simultaneously enhance children's language skills and foster moral development. These stories create opportunities for classroom discussions and debates on ethical behavior, which in turn , can support language and character development. Also, fables expose students to a wide range of social attitudes and behaviors, while encouraging the growth of imagination, critical thinking, and ethical reasoning applicable to real-life situations (Detlor , 2001). .

2.3 Moral aspects

Nature of Moral aspects

Rana and Kumari (2019) stated that Moral aspects are key principles used to determine what is right and wrong. These values shape individual

behavior and decision-making. Kaur (2015) emphasized that Moral aspects are essential shared beliefs that define social relationships within a culture, acting as guidelines for ideal citizenship.

Importance of Moral aspects

Moral aspects are essential in shaping all aspects of an individual's life and are vital for comprehensive personal development (Kanzal, Subikshalakshmi, & Goswami, 2016). They play a key role in social development by fostering a sense of responsibility and guiding behavior according to societal norms. These values also provide the social knowledge needed for successful interaction within a community (Pentón, 2019). Consequently, they shape character and personality in ways that earn respect and admiration from both family members and the broader community (Rana & Kumari, 2019).

Moral aspects positively influence individual behavior by providing a framework for distinguishing between right and wrong (Sari, 2013). An individual's morals consistently encourage him to act respectfully and kindly toward each person, regardless of the this person's age (Rana & Kumari, 2019).

Moral aspects impact not only students' academic performance but also their emotional and moral intelligence. Emotional intelligence supports success by influencing moral choices, thought processes, emotional control, and problem-solving skills (Sari, 2013). Teachers can foster moral intelligence by building a just, supportive, and caring classroom environment. Promoting moral values in this way encourages the growth of moral intelligence, which ultimately leads to better academic outcomes (Clarken, 2009).

Moral aspects and education

Moral values should be taught at home and reinforced at school (Pentón, 2019). This is because education combines both literacy and moral development (Kaur, 2015). Schools have always played a dual role: educating minds and shaping character (Johansson et al., 2011). Schools are responsible for providing a challenging environment that stimulates students' moral reasoning, and reveal flaws in their reasoning. This is essential for nurturing morally mature individuals who will contribute to the creation of a fair and caring society (Kaur, 2015).

because it promotes inclusion, among students. Also, it supports social development, improves communication, and enhances both critical and creative thinking (Read, 2018)

A Program Based on Fables for Developing EFL Speaking Skills and Moral Aspects of Official Language Primary School Pupils

64

Moral education should be integrated into the school curriculum and actively taught by educators (Sari, 2013). In primary education, the curriculum should focus on some moral aspects including tolerance, mutual respect, honesty, politeness, friendship, discipline, and teamwork (Ayub , 2019 ; Kaur, 2015). A child's moral development is shaped not only by what is taught but also by how it is taught through curriculum, rules, activities, and daily interactions with the teachers and classmates within the school. Therefore, schools can be effective tools for nurturing moral aspects (Kanzal et al., 2016).

Teaching Moral aspects

Teaching moral aspects involves a variety of strategies, including implicit and explicit teaching, opportunities for value application, and moments for discussion and reflection. Among these, engaging students in moral activities is considered the most effective (Johansson et al., 2011). Moral education should be activity - based and pupils should experience moral aspects in each class. Teachers should aim to instill not only an understanding of moral concepts but also an awareness of how these values function in real-life situations. Practical, experience-based learning proves to be more influential than theoretical discussions (Kanzal et al., 2016).

According to Read (2018), effectively integrating moral education into daily classroom activities involves several key principles. Teachers should encourage students to observe and reflect on Moral aspects, engage them in open discussions where they can express personal opinions, and encourage them apply these values in their own lives. Teachers also should foster students' critical and creative thinking around moral issues, provide them with opportunities to practice moral behavior, and reinforce their positive actions.

To inculcate moral aspects in children, teachers should adopt edutainment-based teaching methods such as storytelling. Storytelling has proved to be an effective tool to inculcate moral aspects in children as it helps them to differentiate between the good and the bad things (Thambu, 2017). Moral education offers children meaningful role models and enriching experiences that support their personal, social, cultural, and aesthetic development (Clarken, 2009). This is confirmed by the following studies:

Thambu (2017) examined the impact of storytelling on instilling moral values and ethics in children, concluding that storytelling and story reading effectively nurtured qualities such as kindness and love. Similarly,

De Mello, Jing, Arumugam, and Noh (2015) explored the use of storyboards to convey moral stories and develop students' moral understanding. Their findings revealed that these stories encouraged students to reflect on what constitutes a good life, think critically about their personal goals, and take responsibility for their actions by shaping their own moral values.

Moreover, as a pedagogical strategy, fables are particularly effective in promoting moral understanding. They engage children in ethical reflection and support the internalization of moral behavior. The artistic and humorous elements enhance enjoyment, while the moral is typically delivered at the end. Rather than factual authenticity, the emphasis remains firmly on the ethical message (Iyanda, 2019).

Teacher's role in teaching Moral aspects

In addition to parents, who are considered key moral guides, teachers hold a vital responsibility in shaping students' values ((Kaur, 2015). They are expected to personify the moral aspects they strive to cultivate in their students. For example, teachers can demonstrate respect by modeling appreciation for authority figures within the school and consistently displaying good manners and courtesy in the classroom (Clarken, 2009). If teachers consistently display moral behavior, students are more likely to adopt similar behavior (Kanzal et al. , 2016). As role models, teachers communicate values more effectively through actions than through verbal instruction. This is because students tend to absorb values by observing what teachers do, rather than what they say. Teachers have the greatest impact on shaping student's personality during their early developmental stages (Radha, 2016).

Additionally, teachers should integrate Moral aspects naturally into their lessons and classroom practices. This should be done by carefully choosing what topics to include or exclude, reinforcing correct answers, inspiring students to search for truth, establishing consistent routines, enforcing discipline and organizing activities (Sari, 2013). Moreover, teachers can foster moral development by encouraging students to practice yoga and meditation, celebrate national and religious festivals, visit historical sites, and engage in social service activities (Radha, 2016).

3. Method

A. Participants

Sixty fourth - year primary pupils participated in this study. They were assigned to two groups; experimental (N=30) and control(N=30). They

were selected from Itsa official language school in Fayoum governorate, Egypt.

B. Design

In this study, the researcher adopted the quasi experimental pretest-posttest control group design.

C. Instruments and Materials

In this study, the following instruments and materials were designed:

1. An EFL speaking checklist,
2. An EFL speaking test,
3. A speaking rubric,
4. A Moral aspects scale
5. A program based on fables to address the aim of the present study.

3.The EFL speaking skills checklist

3.1 Aim

The aim of the speaking skills checklist was to identify the essential skills participants need. It was created following a thorough review of academic literature and previous studies. The researcher also considered Ministry of Education directives and reviewed standardized exams targeting primary school pupils in official language schools**.**

3.1.2 Validity

To ensure its validity, the checklist was reviewed by a panel of seven EFL jurors (see Appendix A), who were required to evaluate its clarity and the suitability of the skills for the targeted pupils' level. They stated that the checklist is valid after refining it by eliminating some items and supplementing it with new ones. Then, the final version of the checklist was prepared (See Appendix B).

3.2 The EFL Speaking Skills Pre-Post Test

After creating and validating the speaking skills checklist with the help of EFL jury members, the researcher designed the EFL speaking test.

3.2.1 Aim

The test aimed to measure EFL speaking skills among pupils in both the experimental and control groups. It functioned as a pretest to identify the participants' pre- level in EFL speaking skills under investigation prior to the treatment and as a posttest to measure the effect of the program based on fables on developing participants' speaking skill.

3.2.2 Description

The test included the following two questions:

1- The first question included two mini dialogues for pupils to perform orally.
2- In the second question, pupils were asked to retell the fable "The Fox and the Goat" orally. (See Appendix C).

2.2.3 Validity

A panel of EFL jurors reviewed the EFL speaking test to assess whether it was clear and appropriate for the pupils' level. They affirmed that it was both understandable and well-matched to students' language levels (Face Validity). To ensure the content validity of the test, it was developed based on a thorough and systematic review of relevant literature and previous studies. This comprehensive review informed the overall structure of the test, as well as the grading and scoring criteria. As a result, the test content accurately represented the skills it was designed to assess

3.2.4 Inter-rater reliability

To ensure reliability, inter-rater reliability was used where the pupils' answers were assessed by the researcher and an English teacher. The reliability value was (0.75), indicating an acceptable level of reliability.

3.2.5. Scoring

Pupils' answers were assessed by two raters who assigned a score out of ten for each question. The full mark of the test was 30.

3.2.6 Piloting

The test was piloted on (15) pupils other than those of the main treatment to identify its clarity and readability as well as estimate the time required for completion. The speaking test was found to be 40 minutes (+5 for test directions), based on the total time taken divided by the number of participants.

Test time = $\underline{600}$ = 40+5(test directions) = 45 minutes
  15

3. 3 The speaking rubric

The rubric, adapted from Saleh (2021), was used to ensure objective scoring of the test. It included five speaking skills, pronunciation, vocabulary, grammar, fluency, and comprehension, across three performance levels (3 to 1), each with indicators providing a numerical score for pupils' performance (See Appendix D).

3.3.1 Validity of the rubric

To establish validity, the rubric was presented to a panel of jury members. They approved the rubric confirming its validity.

2.3.2 Reliability of the rubric

Using the split-half method, a correlation coefficient of 0.77 was obtained. This assured that the rubric is a reliable assessment tool.

3.4 The Moral aspects scale

3.4.1 Aim

The aim of the scale was to measure pupils′ moral aspects by collecting and comparing data before and after the treatment.

3.4.2 Description

The moral aspects scale was developed following a review of the well-known scale by Sengupta and Singh (2010), which targets children aged 6–12 and focuses on four key dimensions: cheating, stealing, dishonesty, and lying. In addition to this review, the researcher conducted interviews with Arabic language and religious education teachers and supervisors to identify moral aspects relevant to primary-stage pupils, taking into account the directives of teaching religious education.

The final version of the scale consists of 30 statements reflecting a range of values, including kindness, hard work, cooperation, lying, dishonesty, cheating, and stealing. Participants were instructed to tick (√) the response that best reflected how often they do it. A 3-point Likert scale was used, with responses ranging from never (1), sometimes (2), to always (3) (See Appendix E).

3.4.3 Validity

The scale was validated by EFL jurors in various Faculties of Education. Once the required modifications were made, the scale was approved (See Appendix E).

3.4.4-Reliability

The reliability of the scale was calculated using the test–retest method. It was first administered to a group of ten fourth-year pupils from an official language primary school, and then re-administered to the same group two weeks later. The Pearson correlation coefficient between the two sets of scores was 0.82, significant at the 0.01 level, indicating the scale reliability.

3.5 The program based on fables

3.5.1 Aim and objectives of the program based on fables

Through the use of fables, the program aimed to assist fourth-year official language primary school teachers in developing their pupils′ speaking skills and Moral aspects(See Appendix F).

Objectives

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

- use new vocabulary in speech correctly.
- improve pronunciation of newly learned words.
- describe pictures correctly in terms of grammar.
- use certain language functions in suitable contexts.
- respond appropriately to given situations.
- retell the fable fluently.
- use correct grammatical structures .
- use appropriate word and sentence stress when speaking.
- infer the moral lesson conveyed by the fable.
- ask their teacher or peers for information orally
- share a real-life experience similar to the events in the fable
- identify the good behavior presented in the fable.

3.5.2-Content

The researcher selected some Aesop's fables to be taught to fourth year official language primary school pupils via the program. The following table displays the selected fables.

Table (1) Sessions of the program

Session	Title
1	An Introductory Session
2	The Boy Who Cried Wolf
3	The Ants and the Grasshopper
4	The Crow and the Fox
5	The Bear and the Bees
6	The Bat, the Beast, and the Bird
7	The Lion and the Mouse
8	The Apple Tree
9	The Eagle and the Fox
10	The North Wind and the Sun

A pre-test was given before the teaching sessions began, and a post-test was conducted after the final session, totaling 12 sessions overall.

3.5.3 Activities and techniques

Teaching sessions included a blend of individual work, partner tasks, and group discussions. Pupils first completed activities independently, then collaborated together in pairs. Larger group activities allowed for deeper conversation and shared thinking. Students, whether working alone or in groups, were encouraged to ask questions and think critically.

3.5.4 Evaluation

Students' progress was evaluation using both formative and summative evaluation. In terms of formative evaluation, at the end of each session, students are given activities to make sure that the objectives of the session were achieved providing students with feedback. Additionally, the summative evaluation was used at the end of the sessions to evaluate Students' progress after carrying out the program.

3.4.5 Experimental procedures

- **Pre-testing**

The speaking test was administered as a pre-test on 13th February 2023 to measure the pupils' entry level before the treatment started.

- **Treatment**

Ten teaching sessions, conducted between February 15th and March 23rd, 2023, were designed to improve the speaking skills and moral values of the experimental group using fables. The initial session served as an introduction, where the researcher familiarized pupils with fables and provided an overview of the program.

During the initial stages of the treatment, the researcher observed that learners experienced speaking challenges including lack of a sufficient amount of vocabulary and inappropriate grammatical structures. Also, they were shy and hesitant to take the initiative to express their ideas and viewpoints.

In each session, the researcher introduced a fable designed to convey a moral lesson, utilizing multimedia tools to enhance engagement. Pupils watched an animated video of the fable, listened to a native speaker, and read along silently with the text displayed on the screen. After that, they were encouraged to describe the animal characters, assess their behavior, and identify the moral lesson through a variety of interactive activities. At the end of each session, pupils were invited to share similar real-life experiences and reflect on how they responded in those situations. Therefore, the program sessions effectively fostered both speaking skills and moral development within a supportive and enjoyable learning environment .

- **Post-testing**

The researcher administrated the study instruments at the end of the treatment to investigate the effect of the program based on fables on developing the experimental group pupils′ speaking skills and moral aspects.

4. Results of the study

Data were processed and results presented according to the research hypotheses using SPSS software, version 26

4.1 Verifying the first hypothesis

This hypothesis stated that "There is a statistically significant difference at (0.05) between the experimental and the control groups′ mean scores in the speaking skills posttest in favor of the experimental group".

Table (2) Comparing the performance of the experimental and the control groups in the post EFL speaking skills

Components of Speaking Skill	Groups	N	M	S.D	t-Value	D.F	Sig.
vocabulary	Experimental	30	3.13	0.34	15.09	58	0.05
	Control	30	1.20	0.61			
grammar	Experimental	30	3.67	0.47		58	0.05
	Control	30	1.84	0.59	13.18		
pronunciation	Experimental	30	3.67	0.47	13.18	58	0.05
	Control	30	1.84	0.59			
fluency	Experimental	30	2.80	0.66		58	0.05
	Control	30	1.10	0.30	12.73		
comprehension	Experimental	30	5.60	1.32	6.94	58	0.05
	Control	30	3.20	1.34			
Total	Experimental	30	18.88	3.08	12.51	58	0.05
	Control	30	8.83	3.13			

As shown in Table (2), the experimental group achieved significantly higher posttest scores in overall EFL speaking skills than the control group. This difference is statistically significant, with a t-value of (12.51) at the (0.05) level. Also, all t- values for all specified skills are statistically significant, confirming the first hypothesis .

4.3 Verifying the second hypothesis

This hypothesis stated that "There is a statistically significant difference at (0.05) between the experimental and the control groups′ mean scores in the post administration of moral aspects scale in favor of the experimental group".

Table (4) Comparing the performance of the experimental and the control groups in the post administration of the moral aspects scale

Groups	N	Mean	S.D	t-Value	D.F	Sig.
Experimental	30	77.11	18.79	9.34	58	0.05
Control	30	44.41	3.85			

As shown in Table (3), reveal that the experimental group outperformed the control group on the post-test of the moral aspects scale, with a t-value of 9.34 affirming the second hypothesis.

5. Discussion of results

This study aimed to investigate the effect of a program based on fables on developing official language primary school pupils' EFL speaking skills and moral aspects. The results revealed that the program based on fables contributed significantly to the improvement of the experimental group's speaking skills and moral aspects. This might be due to the appealing and stimulating nature of fables, which captured the pupils' interest. Additionally, the researcher encouraged them to relate the behavior of the fable characters to their own actions in real-life situations, fostering an authentic learning environment that bridged the gap between classroom learning and everyday life.

The integration of fables, a genre particularly engaging for young learners, with multimedia tools such as animated videos, native-speaker audio, and written text, helped establish a dynamic and enjoyable learning environment. This engaging learning experience inspired pupils to take part in speaking activities. They were particularly eager to describe the animal characters, reflect on their actions, and offer advice for better decision-making.

Also, the use of varied activities, such as questioning, discussion, information-gap tasks, picture-cued prompts, and both pair and group work, encouraged pupils to express their opinion on the characters and events of the fables, as well as to distinguish between positive and negative behaviors. The researcher's style of delaying correction and selectively tolerating some errors further supported pupils' willingness to speak. This reduced their anxiety, helping them overcome shyness and fear of being corrected in front of their peers.

Moreover, the program contributed to the development of key moral values such as kindness, hard work, cooperation, truthfulness, and honesty. These values were embedded in the fables selected for the program sessions. The researcher observed that pupils expressed empathy and positive attitudes towards characters who embodied these virtues, often suggesting constructive solutions to help them overcome challenges. Conversely, characters who displayed negative traits, such as cheating, dishonesty, lying, and stealing, were rejected. Pupils criticized these behaviors as unjust and morally wrong. Thus, the use of fables proved

effective in simultaneously enhancing both pupils' speaking skills and moral development.

Additionally, at the end of each fable, the researcher guided students to relate the story to their own experiences. They were invited to share similar situations from their lives, compare their actions to those of the characters, and suggest solutions to help fable′s characters overcome their problems. This encouraged students to reflect on their own behavior and consider more appropriate responses in the future.

Furthermore, the researcher observed that employing fables to convey moral principles proved to be a more impactful and compelling method for the pupils. This could be attributed to the fact that fables, with their charming animal characters, acted as role models, showing pupils how certain behaviors lead to either positive or negative consequences.. Some comments provided by pupils were:

- A liar loses the trust and support of others, as shown in The Boy Who Cried Wolf.
- The bear's mistake in The Bear and the Bees reminds us that bad behavior often brings punishment..
- The Apple Tree reminds us that unity and support can overcome challenges.
- If we work today, we'll be secure tomorrow—just like the ants in The Ants and the Grasshopper.
- As shown in The North Wind and the Sun, kindness is more powerful than force.
- The Eagle and the Fox reminds us that dishonesty breaks trust and relationships.

Finally, this study confirmed that the program based on fables significantly developed the experimental group's overall speaking skills and Moral aspects. Such results were consistent with other findings such as Vargas and Zamora (2016) who confirmed that fables proved to be effective in developing students′ speaking skills. They were the source of motivation and participation in English classes . The study results also agreed with the results of Castañeda et al. (2017) who assured that using Aesop's fables in the foreign language classroom allowed teachers to have interesting material that could help children learn values as well as language skills.

Challenges

The following challenges were encountered:

1- During the first session, many pupils were primarily focused on the visual events of the fable, overlooking the underlying moral lesson.

However, once the researcher highlighted that each fable carried an important moral message, and that they would be tested on it, the pupils began to pay closer attention to the values conveyed.

2- Some students were reluctant to share real-life situations similar to those in the fables. The researcher addressed this by clarifying that the activity aimed to encourage self-expression and language use, not to assess or criticize their behavior.

7. Conclusions

The results of the study indicated that the speaking skills and moral aspects of fourth-year official language primary school pupils improved following the implementation of the fable-based program. The statistically significant differences in post-test scores between the experimental and control groups suggest that the program was the key contributing factor to this development.

The experimental group showed progress not only in overall speaking skills but also in every specific component of speaking skills. This improvement can be attributed to the program's ability to create an engaging, motivating, and supportive learning environment. Pupils related to the fable characters, analyzing and reflecting on their actions. As a result, they became more confident in expressing themselves and demonstrated increased participation in classroom activities. . Also, the program helped students learn several moral lessons as it showed a number of positive and negative values .By prompting students to reflect on and extract the lessons themselves, the program created a thoughtful and engaging way to nurture moral growth.

8. Recommendations

Based on the preceding results, the following recommendations are provided:

1.Fables should be incorporated into primary stage EFL courses.
2. Special attention should be given to selecting fables that promote positive values.
3. The integration of literary texts, including various genres, should be prioritized in teaching the primary stage.

___

References

Astuti, Y. (2019). *Improving the Junior High School Students' Listening Achievement by Using Fable Animation Video*.[Unpublished SI. thesis]. Jember University.

Ayub, A. (2019). *An Analyzing of Moral aspects Embodied in Students' English Book at The Second Grade Students of SMAN 1 Campalagian*. [Unpublished doctoral dissertation]. State Islamic Institute of (IAIN) Parepare.

Becker, C., & Roos, J. (2016). An approach to creative speaking activities in the young learners' classroom. *Education Inquiry,* 7(1),9-26.

Burns, A. (2019). Concepts for teaching speaking in the English language classroom. *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 1-11.

Castañeda, A., Forero, Y., & Gamboa, Á. (2017). *Reflection about the Importance of Personal Values through Fables in the EFL Classroom.* [Unpublished doctoral dissertation]. Corporación Universitaria Minuto de Dios.

Clarken, R. (2009). *Moral intelligence in the schools.* Online submission. [Paper presentation]. The annual meeting of the Michigan Academy of Sciences, Arts and Letters. Wayne State University, Detroit, MI. Retrieved from https://files.eric.ed.gov/fulltext/ED508485.pdf

De Mello, G., Jing, H., Arumugam, N., & Noh, M. (2015). Learning values through moral stories using a storyboard. *ResearchGate*, 2(8), 40-48.

Detlor, T. (2001). *Teaching with Aesop fables*. Scholastic Teaching Resources.

Dhieni, N., Hapidin,A.,& Ningtias, A. (2017). The speaking ability of five to six year old children in morning journal activity. *International Journal of Education and Research,* 5(5), 223-230.

El Masri, S. (2017). *The Effectiveness of Using Pictured and Digital Fables on Developing Sentence-Writing Skills for Sixth Graders at UNRWA Schools in West Gaza*. [Unpublished doctoral dissertation]. Al-Azhar University.

Fitria, S. (2013). Speaking activities in young learners′ classroom: The implementation of project-based learning approach. *Journal of English and Education*, 1(2), 90-102.

Gulec, S., & Durmus, N. (2015). A study aiming to develop listening skills of elementary second grade students. *Procedia-Social and Behavioral Sciences,* 191, 103-109. https://doi.org/10.1016/j.sbspro.2015.04.487

Gutek, G. (2004). *Philosophical and ideological voices in education*. Pearson.

Hasan, A. (2014). The effect of using task-based learning in teaching English on the oral performance of the secondary school students. *International*

Interdisciplinary Journal of Education, 1(1045), 1-15. https://doi.org/ 10.12816/0003003

Ioannou-Georgiou, S., & Pavlou, P. (2003). *Assessing young learners*. Oxford University Press.

Iyanda, R. (2019). Fables as panacea to unethical behaviours in societies. *Electronic Research Journal of Literature*, 1. Retrieved from http:// www.erjliterature.com

Johansson, E., Brownlee, J., Cobb-Moore, C., Boulton-Lewis, G., Walker, S., & Ailwood, J. (2011). Practices for teaching Moral aspects in the early years: a call for a pedagogy of participation. *Education, Citizenship and Social Justice*, 6(2), 109-124. https://doi.org/ 10.1177/1746197910397914

Kanzal, V., Subikshalakshmi, G., & Goswami, L. (2016). Moral education: Current values in student and teachers' effectiveness in inculcating Moral aspects in students. *The International Journal of Indian Psychology,* 4(1), 174-187. https://doi.org/ 10.25215/0401.138

Kaur, S. (2015). Moral aspects in education. *IOSR Journal of Humanities and Social Science,* 20(3), 21-26.

Kaur, L. (2016). Moral aspects among school going students in relation to their gender. *International Journal of Physiology, Nutrition and Physical Education,* 1(1), 89-91.

Kirchhoff, P. (2018). Productive Competences—Speaking, Writing, Mediating. In S. J.B. Metzler (Eds), *Teaching English as a Foreign Language* (pp. 109-132). Springer-Verlag GmbH.

Kusmana, S., Pujiatna, T., & Gloriani, Y. (2020). The development of fable text teaching materials based on local wisdom as learning scaffolding. Proceedings of the 3rd International Conference on Language, Literature, and Education . Retrieved on March 4th,2022 from http://creativecommons.org/licenses/by-nc/4.0/

Lestari, N. (2019). Improving the speaking skill by vlog (video blog) as learning media: The EFL Students Perspective. *International Journal of Academic Research in Business and Social Sciences,* 9(1), 915-925. http:// doi.org/10.6007/IJARBSS/v9-i1/5490

McKay, P. (2006). *Assessing young language learners.* Cambridge University Press.

Mendez, M. (2014). *Fifth Graders Reading Skills Development through Workshops Based on Aesop´ s Fables*. [Unpublished MA. thesis]. Libre University.

Mislaini, M. (2015). *Improving Students' Reading Comprehension of Narrative Text by Using Fable at the Grade X Sman 1 Bonai Darussalam.* [Unpublished dissertation]. Pasir Pengaraian University.

Mukhlash, A. (2016). Learning from fables: Moral aspects in three selected English stories. *Dinamika Ilmu,* 16(1), 47-58 https://doi.org/10.21093/di.v16i1.250.

Nippold, M., Lafavre, S., & Shinham, K. (2020). How adolescents interpret the moral messages of fables: Examining the development of critical thinking. *Journal of Speech, Language, and Hearing Research*, 63(4), 1212-1226. https://doi.org/10.1044/2019_JSLHR-19-00168

Nurhayati, A., & Fitriana, S. (2019). The storytelling method based on local wisdom on Moral aspects of 5-6 years old children. *Advances in Social Science, Education and Humanities Research,* 387, 393-397. https://doi.org/10.2991/icei-19.2019.92

Paul, D. (2003). *Teaching English to young learners in Asia*. Longman Asia ELT.

Pentón, L. (2019). How to behave and why: Exploring Moral aspects and behavior in the ESOL newcomer classroom. *TESOL Quarterly*, 53(4), 1033-1059. https://doi.org/10.1002/tesq.532

Perangin-Angin, I., Ambarita, B., & Lubis, M. (2018). Development of fable text writing teaching materials containing character education with contextual approach to students class VII SMP Negeri 2 Kabanjahe. *International Journal of Education, Learning and Development,* 6(8), 43-51. https://doi.org/10.37745/ijeld.2013

Pratama, Y., & Awaliyah, Y. (2015). Teacher's strategies in teaching speaking to young learners. *English Journal of Ibnu Khaldun University*, 17(2),19-31. https://doi.org/10.32832/english.v9i2.243

Posada, J., Franco, N., & Buitrago, C. (٢٠١٧). *Teaching Vocabulary with Fables Reading with Primary Learners in Complejo Educativo la Julita from Pereir*a. [Unpublished MA. thesis]. Pereira Technological University.

Puspasari, D., Ikhsanudin, I., & Rezeki, Y. (2018). Using animation video to teach selective listening. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa,* 7(2),1-8.TECHNOLOGICAL UNIVERSI

Radha, P. (2016). Role of teachers in imparting value education. *International Journal of Advance Research and Innovative Ideas in Education (IJARIIE)*,1(2),55-57.

Rana, N., & Kumari, R. (2019). Moral values among elementary school students in relation to their gender and residential background. *Journal of Applied Research in Education,* 24(1),127-134.

Read, C. (2018). Values education for children: Issues, challenges and solutions. *TEYLT Worldwide*, 1, 18-24.

Rizqiningsih, S., & Hadi, M. (2019). Multiple intelligences (MI) on developing speaking skills. *English Language in Focus (ELIF),* 1(2), 127-136. https://doi.org/10.24853/elif.1.2.127-136

Şahin, A. (2019). Personal and social values in primary grade children's books. *Participatory Educational Research*, 6(1), 1-9. https://doi.org/10.17275/per.19.1.6.1

Saleh, M. (2021). Using content and language integrated learning to develop primary official language school pupils′ speaking skills and their motivation to learn, *Journal of Scientific Research in Education,* 22(3),743-768. https://doi.org/10.21608/jsre.2021.57624.1252

Sari, N. (2013). The importance of teaching Moral aspects to the students. *Journal of English and Education*, 1(1), 154-162.

Scudder ,H. (2006). *The book of fables and folk stories*. Yesterday's Classics.

Sengupta, A., & Singh, A. (2010). *Moral value scale*. NPC.

Setyoasih, D. (2014). *Analysis of Moral Value in Aesop's Fable towards Children's Character Building*.[Unpublished SP. thesis]. State Islamic Institute,Tulungagung.

Sidky, G. (2019). The flipped classroom enhances students' speaking skills, *Journal of Studies in Curriculum and Methodology*, 243(243), 22-50. https://doi.org/ 10.21608/MJAT.2019.103069

Šolcová, P. (2011). *Teaching Speaking Skills*. [Unpublished MA. thesis] Masaryk University.

Soltani, N., Khalaji ,H.,& Azizmalayeri, F. (2015). The Effect of the Use of Pictorial Storytelling on Iranian EFL Students Attitudes toward Vocabulary Learning. *International Journal of Educational Investigations*, 2(2), 74-87.

Syakur, (2007). The components of speaking skill. Retrieved on March 4th, 2022 from https://es.scribd.com/doc/106593833/9/The-Components-of-Speaking-Skill

Thornbury, S. (2005). *How to teach speaking*. Pearson Education Limited

Thambu, N. (2017). Storytelling and story reading: A catalyst for inculcate Moral aspects and ethics among preschoolers. *International Journal of Academic Research in Business and Social Sciences,* 7(6), 1116-1130. http:// doi.org/10.6007/IJARBSS/v7-i6/3143

Ulas, A. (2008). Effects of creative, educational drama activities on developing oral skills in primary school children. *American Journal of Applied Sciences*, 5(7), 876-880. https://doi.org/10.3844/ajassp.2008.876.880

Vargas, A., & Zamora, C. (2016). *Improving the Speaking Skill through the Use of Fables in Third Grade Students from Liceo Femenino Mercedes Nariño.* [Unpublished MA .thesis]. National Pedagogical University.NNNN

Widagdo, W. (2020). *The Effectiveness of Aesop's Fables to Improve Students' Vocabulary Mastery.* [Unpublished doctoral dissertation]. Negeri Semarang University.

Zahran, F., & Qoura, Y. (2022). The impact of using picture narrating strategy on primary school pupils' speaking skills and anxiety. *Journal of Faculty of Education- Damietta University*,37(83),16-54. http://doi.org/10.21608/jsdu.2022.264912