

Use of Translated Saudi Folk Narratives to Improve Reading and Speaking Skills of Saudi EFL Learners

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Received: March 26, 2023 Accepted: July 3, 2023 Online Published: July 11, 2023

doi:10.5430/wjel.v13n6p524

URL: <https://doi.org/10.5430/wjel.v13n6p524>

Abstract

The present study aims to explore how the use of translated Saudi folk narratives could help improve Saudi EFL learners' reading and speaking skills. (41) EFL elementary-level students from Prince Sattam bin Abdulaziz University were selected for this study to identify and assess the influences of the translated Saudi folk stories in enhancing the reading and speaking skills of Saudi EFL learners. An experiential teaching method using selected translated Saudi stories into English was adopted. The preliminary findings in the pre-intervention stage have shown that the students were neither motivated to read the content nor speak in English as the students encountered some kind of difficulties in comprehending the translated stories. The post-intervention results demonstrated that the students were motivated to read the Arabic stories in English. It also showed that the students were engaged to speak about Saudi / Arabic oral stories and culture. The effect of using Saudi-translated stories was observed in improving the reading and speaking skills of EFL Saudi learners. Thus, the study concludes that it is essential to use the translated Arabic folk stories as supplementary teaching material in the EFL reading and speaking classes. It also suggests that we need to translate Saudi folk stories into English for the benefit of Arabic and non-Arabic readers and speakers.

Keywords: EFL context, people tales, teaching materials, effects and motivation

1. Introduction

There is an increasing interest in using folk literature or narratives to develop reading and speaking skills in the recent past. Many ELT scholars (e.g., Butcher, 2006; Cleto & Warman, 2019; Scott, 2020; Prachishri & Swayamprabha, 2020; Lori Langer, 1999; Nor Hasni et al., 2011) emphasized the need for using folk narratives as an effective teaching approach to improve the language skills of the EFL Saudi learners. "Narrative texts have always been considered as working and insightful sources of materials for language teaching and learning since they show high potential in a vast and broad variety of language use in authentic contexts. Narratives are used in both L2 contexts and in L1 contexts" (Moussa & Ashkan, 2013, p.154).

The importance of using narrative as an approach to enhance reading and speaking skills rests upon the idea that they can motivate and engage learners in the learning process. The study of Afreen (2020) suggests that effective reading requires appropriate engagement, and which can be achieved by adopting the narrative reading approach. Saudi EFL learners may not be strongly involved in reading and speaking tasks, which negatively affects their reading and speaking competence. The study is a new of its kind because it has a multi-task in the sense that it uses implicitly the effect of native language on the mind of EFL learners as well as using an innovative learning approach in improving speaking and reading skills through reading the translated native narratives. Therefore, the present study examines the impact of Saudi-translated folk narratives on motivating and engaging Saudi EFL learners in reading and speaking skills.

Research Objectives

The objectives of the study are as follows:

1. To identify and assess the effectiveness of the translated Saudi folk stories in improving the reading and speaking skills of Saudi EFL learners.
2. To determine how the use of native narratives could engage the students in the learning process.
3. To assess the impact of the native language on the minds of Saudi EFL learners.

Research Problem

The problems of the study arise from the difficulty in measuring accurately how the traditional translated Saudi narratives could improve students' speaking and reading skills. In addition, the idea of selecting appropriate translated material for the actual level of the learners

might represent another problem. Furthermore, there is another problem resulting from how to make sure that the students read only the English-translated version of the narrative without completely relying on the Arabic version. In addition, their influence with the Arabic version might decrease the possibility of reading the English-translated version, which in turn may undermine the whole efforts exerted by the teacher in the classroom.

Research Questions

The present study attempts to address the following questions:

1. How to make sure the selected materials are appropriate to the actual level of the students.
2. In what ways are the selected materials motivational and engaging learners?

Limitations

The constraints of this study are time, location, and sample. The purpose of this study is to identify and evaluate the effects of the translated Saudi folk stories in developing the reading and speaking skills of Saudi EFL learners in Saudi Arabia in the year 2020. Prince Sattam Bin Abdulaziz University EFL elementary-level students were chosen to participate in this study.

2. Literature Review

The previous literature addresses how folkloric narratives and local art represent and shape people's attitudes and perceptions of the external reality and hence shape their linguistic competence. People always tend to understand language through their life experiences and their own culture. Literature is a part of people's culture and language. The study of Dundes and Bronner (2007) looks at oral literature as a 'mirror reflection' of a particular culture's conditions and values. Gottschalk's (1963) study on oral history reveals that an individual with experience in life is an important source material or valuable document in the areas of his life experience. The narrative accounts based on an oral history project the life and story of the average person as part of historical knowledge. Therefore, it is important to study the impact of the translated literature on the improvement of EFL learners' language skills. EFL learners can easily learn things that exist in their own culture. However, most of the previous studies did not reflect on the importance of the translated native literature in improving ELF learners' skills,

There are few studies addressing the impact of translated native narratives on the minds of EFL learners. In addition, there is a noticeable scarcity in the number of studies conducted investigating the role of translated native narratives in developing reading and speaking skills.

Most of the previous studies dwelling on the connection between translated narrative and EFL learners are focused on oral history in various linguistic contexts (e.g., Altwaiji, 2017; Nugroho et al., 2018; Dundes & Bronner, 2007; Gottschalk, 1963; Gooch, 1961; Rezai et al., 2022). They suggested that the translation of folklore is important in allowing target cultures to appreciate the heritage of source ones. The study of Nugroho et al (2018) emphasized the need to generate and manage local knowledge. Similarly, there are many ELT scholars who worked on using folk stories in various academic contexts (Reem & Mahdi, 2016; Butcher, 2006; Cleto & Warman, 2019; Scott, 2020; Prachishri & Swayamprabha, 2020; Lori Langer, 1999; Pham, 2016; Nor Hasni et al., 2011; Chen-Ying & Paul, 2010; Sutarto et al., 2022). These studies suggest that folk stories can be used effectively to improve the reading and speaking skills of learners.

Reem and Mahdi (2016) indicated storytelling as a suitable tool to boost students' motivation and to improve, and practice their written, oral, and communication skills. The study of Nor Hasni et al., (2011) demonstrated that storytelling has beneficial effects students also develop their vocabulary and learn when and where to use certain words and phrases. Prachishri & Swayamprabha's (2020) study reveals that the use of folktales is a powerful and effective way of learning language in general and foreign languages. It further reveals that using folktales in language teaching will make the learners more motivated in the teaching and learning process. The research of Pham (2016) established folktales as valuable tools in teaching English as a foreign language as they provide authentic, rich, meaningful input and facilitate the process of acquiring the target language. Based on these scholarly endeavors, the paper aims to explore the motivation potential of Saudi folklore to improve the reading and speaking skills of learners.

However, these studies did not mention how the translated narrative could improve the reading and speaking skills of EFL learners. In addition, a great deal of the previous studies addressed the effect of the first language on the minds of EFL learners. In their study, Sparks and et. al., (2008) suggest that learners' competency in first-language reading skills would inevitably help improve their reading skills in the second language, which means that there is a kind of reciprocal relationship between the competency in the first and in the second language skills. Accordingly, this suggests how important is the role of the translated native literature in developing the reading and speaking skills of EFL learners. Van den Bosch (2020) investigates the impact of learners' vocabulary knowledge in their first language on the improvement of their reading skill comprehension in L2 and it has also been proven that there is a mutual relationship between learners' vocabulary knowledge in their first language and second language.

Eissa (2019) The results show that university EFL learners encountered some difficulties in speaking English fluently, so the implementation of digital storytelling as a pedagogy assists them to enhance their speaking skills. Moreover, digital storytelling helps EFL instructors in crafting a good environment in and out of the classrooms, which will get students highly motivated to speak English fluently.

By examining students' evaluations of English-speaking skills acquired through intensive programs, Ali et al. (2019) evaluated the attitudes of Saudi EFL learners toward speaking skills and emphasized the urgent need for improvement at all levels of higher education. Using SPSS, the data were quantitatively analyzed. The study's conclusions demonstrate that there are no differences between male and

female students' perspectives on learning to speak English, and they are now becoming more conscious of the growing significance of doing so. It is also shown that the biggest influences on pupils' speaking abilities are a lack of surroundings, interest, and drive.

Sahibzada and et. al. (2020) at Kandahar University conducted research on the influences of storytelling on developing EFL students' reading comprehension and critical thinking skills. Pre- and post-tests for reading comprehension and critical thinking were included in the study's quasi-experimental methodology. According to the results, there has been a noticeable improvement in the storytelling group's reading comprehension and critical thinking skills on post-tests. Improvement is greater in the reading comprehension component than in the critical thinking section, though.

3. Research Methodology

(41) EFL elementary-level students from Prince Sattam bin Abdulaziz University were selected for this study to identify and assess the influences of the translated Saudi folk stories in enhancing the reading and speaking skills of Saudi EFL learners. The study employed a mixed-method approach including a survey, questionnaire, and pre-and post-intervention.

Pre-intervention: Students were reading some translated text from Arabic folklore. These texts include some interesting, translated stories such as "Kaliyah and Demnah" and "One Thousand Nights and Nights". The purpose of choosing these stories is to represent the popular Arabic narratives and they are also interesting and engaging to the EFL learners. At the beginning, the teachers provide the students with the Arabic versions of these texts and ask them to read the texts first in Arabic language and then the teacher collects the Arabic texts from the students. Instead, he gives them the translated English texts.

Intervention: At the beginning of the semester, students were given two folk stories 'The Ant and the Louse,' The Fox, the Wolf, and the Lion' in English (Nadia et al, 2016) for reading. In addition, they were provided with a source where they could access various translated stories. They were asked to read the translated stories from a website: <https://fairytalez.com/region/arabic/>.

Cycle-1: Students read translated Saudi folk narratives entitled "The Ant and the Louse', The Fox, the Wolf, and the Lion' in English from the work of Nadia et al (2016).

Cycle-2: Students read the translated Saudi folk narratives in English from the website: <https://fairytalez.com/region/arabic/>

Post-intervention: The participants responded to the given questionnaire and stories. A Questionnaire was shared along with the folk stories to collect data about the perceptions of the Saudi EFL learners towards the use of Saudi folk stories for developing reading and speaking skills. The participants were requested to read the stories and respond to the questionnaire. (See Appendix 1)

Cycle-3: Storytelling: participants read the translated Saudi folk narratives based on their own previous background of the Arabic texts. We collected data through observation of storytelling presentations in this cycle.

Reading and speaking activity: Students were given the task of speaking and discussing the stories they read. This activity is used to evaluate their critical reading, thinking, and speaking skills.

Observation: The teacher observed oral reading skills of students and their opinions / comments on the stories. The teacher offered feedback to students on their reading skills, pronunciation and responded to their analysis of stories.

Participants are classified into three categories; need to work, good, and excellent based on their performance in the presentations.

In Presentation 1: Participants were asked to read folk stories and speak about them.

Need to work: Though participants were reading stories, they were not paying attention to phrasing and punctuation. They were also reading slowly and repeating frequently. They made many grammatical errors without following any rules of pronunciation.

Good: They understood the meanings of unfamiliar words in stories. They also discussed their views on stories. However, they were making some grammatical errors.

Excellent: They were able to read stories and understand the meanings of stories. They narrated the stories based on their own understanding. They were also making critical comments on the theme of the stories.

The teacher observed the storytelling skills of the students and gave feedback to students who need to work, good and excellent students in the class.

In Presentation 2: There is an improvement in terms of reading and retelling the story after the intervention.

Need to work: These students started paying attention to phrasing and punctuation. The reading was conversational. They made some errors that did not affect the meaning of the text.

Good: These students understood the meaning of stories and narrated the story with some repetitions. However, they were making few grammatical errors compared to presentation one.

Excellent: These students paid close attention to phrasing and punctuation. They read fluently in conversational mode. They did not make any mistakes. They analysed stories and made some critical comments on the theme. It reveals improvement in their analytical abilities and critical thinking skills. Thus, participants improved their oral reading and storytelling/speaking skills from the pre-intervention to the post-intervention phase through active participation.

4. Discussion and Analysis

This section includes a presentation and discussion of the findings. The discussion is planned to outline an image about the results of the data collection in link with the questionnaire to evaluate how EFL university learners use translated Saudi folk narratives to improve reading and speaking skills at Prince Sattam Ibn Abdelaziz University. In this part, the obtained results from the questionnaire are discussed that were constructed, directed, and distributed to the (41) EFL Saudi university learners of level 1.

A Questionnaire along with the folk stories (See Appendix 1): The questionnaire aimed to collect data about the perceptions of the Saudi EFL learners towards the use of Saudi folk stories for developing reading and speaking skills. The students were requested to read the stories and respond to the given questionnaire. They answered the questions and commented on the benefits of using translated Saudi folk stories. Students were asked to participate in this research study and answer the following questionnaire. The following tables show the students' authentic responses to the questions of the questionnaire.

Question 1: Did you like the stories? Why?

Thirty-eight responses

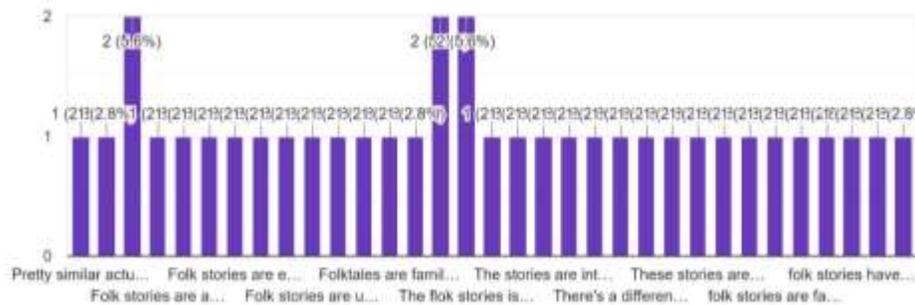
Yes.	Yes. They are good stories.
Yes, because it is beautiful and useful	Yes. They are beautiful.
Yes, I like them they are simple and interesting stories, also with a hidden lesson to the reader.	Yes, because It's fun stories.
Yes, because they are interesting.	Yes, I liked it because they are popular stories.
Yes, I do like the above stories. I like them because it kind of narrate my life when I moved to the United States back in 2012.	Yes, I like it because they are entertaining.
yes, because they are fun to read.	No, I don't like to read in English
Yes, I am.	Yes. They are interesting.
Useful for the English language.	Yes. They are easy.
Yes, kind of. because they are interesting.	Yes. They are simple.

Thirty-eight students responded to this question. All of them liked the stories because they think that the stories are simple, easy, and interesting to read and understand. They also opined that the stories are useful for learning the English language. The result shows that the learners liked the fun element of the stories and enjoyed it. Therefore, we observe that the students like stories if there is an element of humor.

Question 2:

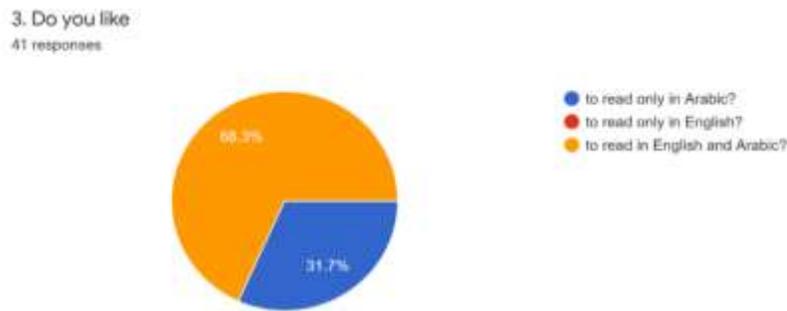
2. What is the difference between these folk stories and stories / lessons from the text book you are using for the reading class?

36 responses



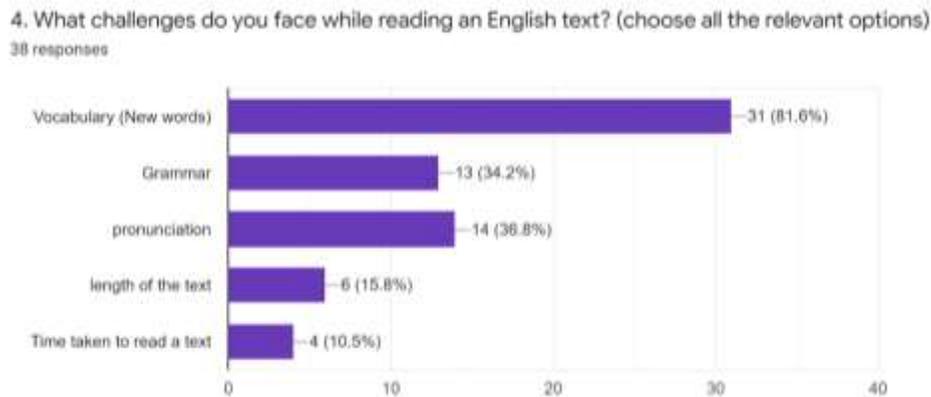
Thirty-six students responded to this question. One of them stated that folk stories and the textbook lessons are similar. Other students opined that folk stories are familiar, simple, interesting, and easy to understand. They also stated that the folk stories are about their culture and the stories represent a rich Arabic cultural material.

Question 3:



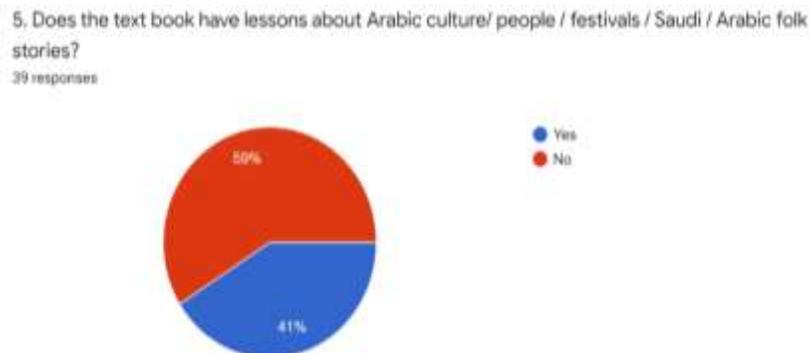
Forty-one students responded to this question. 68.3 % wants to read in English and Arabic. This is one of the major findings as students preferred a bilingual approach over monolingual approach of reading only in English. 31.7% of the respondents also want to read in Arabic. But they are not interested in reading only in English. Therefore, students are interested to read materials in both the languages, English and Arabic.

Question 4:



Thirty-eight students responded to this question. 81.6 % chose lack of vocabulary as the major challenges while reading an English text. This result shows that the students need to build their vocabulary to improve their reading skills. Fourteen percent of the respondents chose pronunciation as another major challenge while 13% chose grammar as a challenge. Six percent of the respondents chose length of the text as a challenge while 4% of them chose the time taken to read a text.

Question 5:



Thirty-nine students responded to this question. 59 % of the respondents opined that the textbook does not have lessons about Arabic culture / people / festivals / Saudi/Arabic folk stories. 41 % of the respondents think that the textbook has lessons about Arabic culture / people / festivals / Saudi/Arabic folk stories.

Question 6:

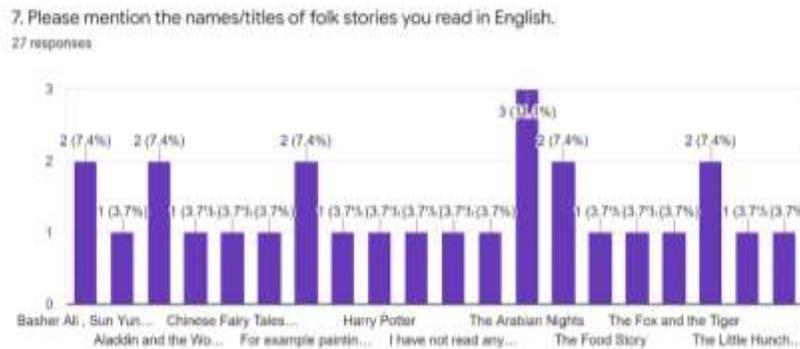
6. What is your opinion about folk stories and the use of folk stories in reading skill class?

Thirty-one responses

They are useful in reading class.	Folk stories can be a good addition in the reading class.
Beautiful.	I think it will improve the quality of education.
They are especially useful.	They are mostly short and easy to read.
Love it.	Folk stories are necessary in reading and speaking classes.
They make use comfortable in the class as we already know the stories.	Folk stories are a reliable source for motivation in reading class.
It helps children develop strong reading skills.	They are incredibly fun to read and are a wonderful way in making class fun.
They are useful as an additional reading text.	They are useful as a supplementary text.
Folk stories improve my reading ability.	They are good to learn English language.

Thirty-one students responded to this question. They found the stories as a good addition to the reading class. Moreover, they also felt that stories make them comfortable in the class as they are already familiar with stories. Stories are also thought of a wonderful way in making class fun and they can improve the reading abilities of students.

Question 7:



Twenty-seven students responded to this question. 11 % of the respondents read *The Arabian Nights*. 7.4% of them read *The Fox and the Tiger*, *The story of Basheer Ali and Sun Yun Wing*. 3.71% of them read *Chinese Fairy Tales* and *Harry Potter*. Some of them have not read any stories. However, it reveals that they are interested in reading stories from various parts of the world.

Question 8:

8. What are the benefits of reading folk stories in English?

Thirty-four responses

To improve reading skills	They are helpful in developing reading skills.
To develop person's English language	Learn new vocabulary.
To gain more information, lessons, and to upgrade my reading my skills.	Folk stories improve our English communication skills.
Learning	Improve my English.
We can improve our reading, listening, and speaking skills through stories.	They help you to understand English easily.
To help us in developing our reading, speaking and vocabulary skills.	Folk stories help us in improving our reading fluency.
To learn English and have fun.	Folk stories motivated us to study English.
They help you improve your reading and understanding of English texts, and sometimes expands your vocabulary knowledge.	They are a reliable source of motivation.
Learning new vocabulary and keeping myself open-minded.	They are useful to improve our reading skills.
They help us to understand our traditions and culture.	They are useful to improve our communication skills in English.
The stories are a major source of motivation to read and understand English.	Folk stories help us in understanding the meaning of words.

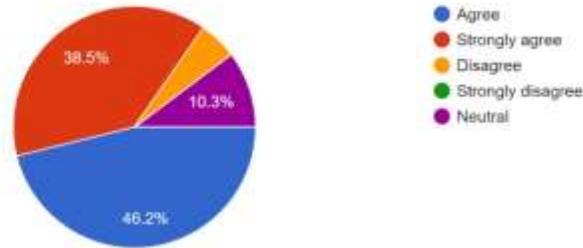
There are other benefits to reading comics, especially for learners of English. They are many reasons for the rise in gaming, and storyboard reading. The presence of pictures in addition to the words makes it easy to guess the meaning of unknown words from the fabric. A specific language can be used in it.

Thirty-four students responded to this question. They have listed numerous benefits of folk stories; improve reading skills, develop a person's English language, develop reading, speaking and vocabulary skills, improve understanding of English texts, and expand vocabulary knowledge. Some of them also pointed out that the stories are a major source of motivation to read and understand English. One

of them also mentioned the benefits of reading comics / storyboard reading.

Question 9:

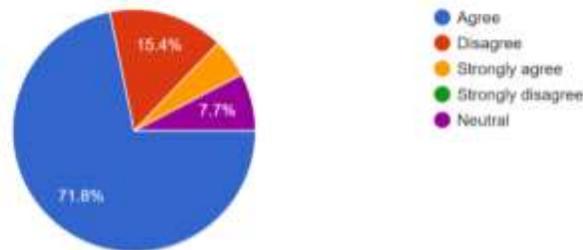
9. I read the Saudi folk stories in the class. I like to read more folk stories in English.
39 responses



Thirty-nine students responded to this question. 38.5 % of them strongly agreed that they read Saudi folk stories in the class, and they like to read more folk stories in English. 46.2% of them also agreed with the statement. 10.3% of them remained neutral while some of them also disagreed with the statement.

Question 10:

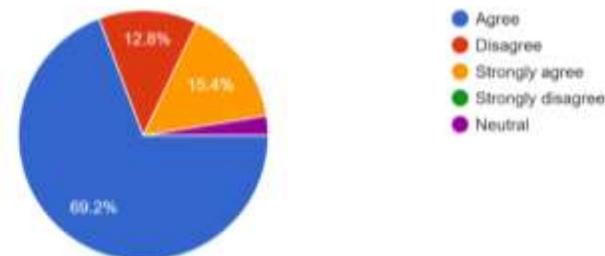
10. Saudi folk stories helped me in guessing the meaning of the complex words.
39 responses



Thirty-nine students responded to this question. 71.8 % of them agreed that Saudi folk stories helped them in guessing the meaning of the complex words. Some of them also strongly agreed with the statement. 7.7% of them remained neutral while 15.4% disagreed with the statement.

Question 11:

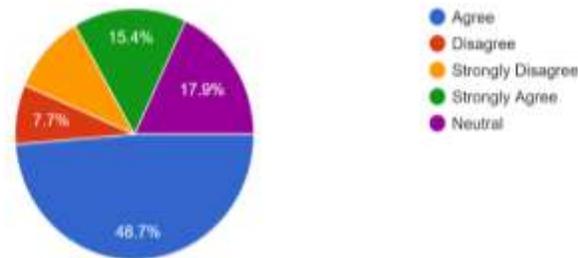
11. Saudi folk stories helped in improving my vocabulary.
39 responses



Thirty-nine students responded to this question. 15.4 % of them strongly agreed that they read Saudi folk stories in the class, and they like to read more folk stories in English. 69.2% of them also agreed with the statement. 12.8% of them disagreed while some of them remained neutral.

Question 12:

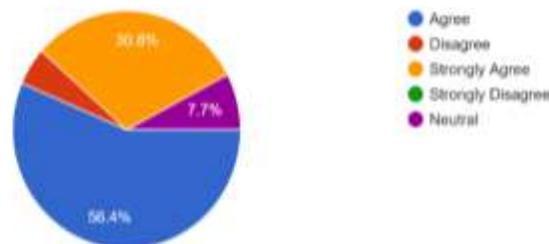
12. It is easy and fun to learn English through folk stories
39 responses



Thirty-nine students responded to this question. 15.4 % of them strongly agreed that it is easy and fun to learn English through folk stories. 48.7% of them also agreed with the statement. 17.9% of them remained neutral while some of them disagreed with the statement.

Question 13:

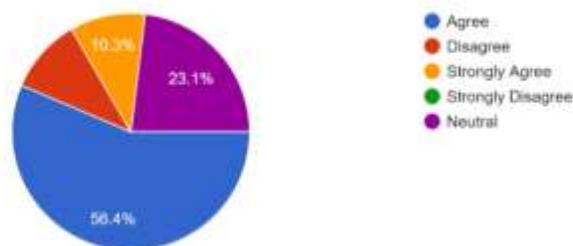
13. Saudi folk stories motivated me to develop my reading skills in English
39 responses



Thirty-nine students responded to this question. 30.8 % of them strongly agreed that Saudi folk stories motivated them to develop their reading skills in English. 56.4% of them also agreed with the statement. 7.7% of them remained neutral while some of them disagreed with the statement.

Question 14:

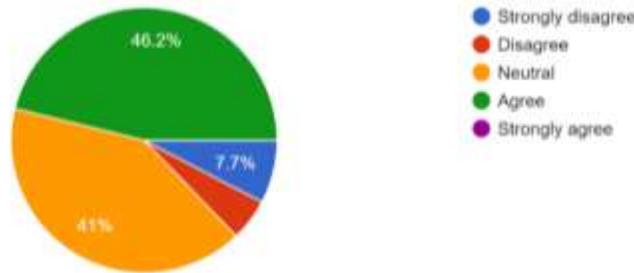
14. Reading Saudi folk stories improved my speaking skills.
39 responses



Thirty-nine students responded to this question. 10.3 % of them strongly agreed that reading Saudi folk stories improved their speaking skills. 56.4% of them also agreed with the statement. 23.1% of them remained neutral while 10.2% disagreed with the statement.

Question 15:

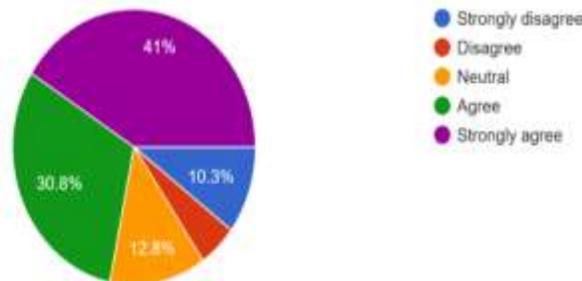
15. For pleasure, I read Saudi / Arabic folk stories in English
39 responses



Thirty-nine students responded to this question. 7.7 % of them strongly agreed that they read translated Saudi folk stories in English for pleasure. 46.2% of them also agreed with the statement. Forty-one percent of them remained neutral while some of them disagreed with the statement.

Question 16:

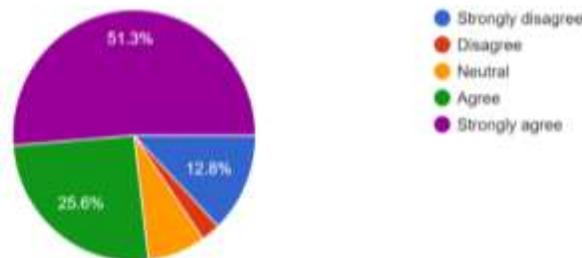
16. Reading and Speaking skills courses helped me in improving my reading and speaking skills.
39 responses



Thirty-nine students responded to this question. Forty-one percent of them strongly agreed that reading and speaking skill courses helped them in improving their reading and speaking skills. 30.8% of them also agreed with the statement. 12.8% of them remained neutral while 10.3% strongly disagreed with the statement.

Question 17:

17. I think it is important to learn English to find a good job/ become successful in Saudi Arabia
39 responses



Thirty-nine students responded to this question. 51.3% of them strongly agreed it is important to learn English to find an excellent job / become successful in Saudi Arabia. 25.6% of them also agreed with the statement. 12.8% of them strongly disagreed with the statement while some of them remained neutral.

Storytelling / Retelling story: ‘Retelling’ is used as a technique to improve the speaking skills of students. In this method, students read the stories ‘The Ant and the Louse,’ and ‘The fox, the wolf and the lion’ (Nadia et al, 2016) in the class. They also read translated Saudi folk

narratives in English from the website: <https://fairytalez.com/region/arabic/>. After reading stories, they identified difficult words and discussed them in class to understand meanings of these words and the context of the stories. Students wrote their views and comments on themes and ideas of the stories. Then, they narrated the stories based on their interpretation and understanding. They also discussed their views with other students in the class. The teacher observed the oral reading skills of students and their opinions/comments on the stories. The teacher also offered feedback to students on their reading skills, and pronunciation and responded to their analysis of stories.

We followed the rubric given below to assess the storytelling presentation of participants on folk narratives. We discuss the summary of storytelling on folk narratives in this section.

The criteria of storytelling presentation

	Need to work.	Good	Excellent
	Content, Language & Delivery		
Comprehension	Unable to understand meaning of stories. Reads the stories from the notes.	Understands the meaning of stories and retold the story with some repetitions.	Understands the meaning of stories and retells the stories in their own words without any difficulty.
Phrasing	Reads story without attention to phrasing	Reads story in larger meaningful chunks.	Reads story fluently with excellent attention to phrasing.
Pace/rate	Too slow or too fast.	The narration is slightly rushed or has inappropriate pauses.	The story is narrated at an appropriate pace.
Vocabulary	Does not know the meaning of unfamiliar words in the story.	Knows the meaning of some unfamiliar words in the story.	Explains the meaning of unfamiliar words in the context of the story.
Expression	No attention to punctuation.	Pays attention to punctuation.	Pays close attention to punctuation.
Grammatical Accuracy	Makes many grammatical mistakes	Few grammatical mistakes	No grammatical mistakes
Pronunciation	Incorrect pronunciation.	Almost correct pronunciation	Accurate pronunciation
Fluency	Makes many errors.	Makes some errors that do not affect the meaning of the story.	Narrates story fluently without any errors.

It has been revealed that folk stories can be used as an additional or supplementary material in teaching reading skills, listening skills, and speaking skills to Saudi EFL learners. The data suggests that the students liked the stories, and they want to read more folk stories in English to improve their reading skills. This research work also demonstrated that using Saudi folk stories can add value to the teaching of English communication skills in the EFL context.

This research also found that Saudi EFL learners are keen to read and understand the stories about their culture. Stories function as one of the factors to encourage reading culture amongst Saudi EFL learners as they are not serious about reading literature. Folk stories can be one of the motivating factors as shown in the data that students will read the literature of their own culture and appreciate it. The research shows that translated Saudi folk stories help Saudi EFL learners in improving critical reading and thinking skills. Thus, reading culture can improve the thinking skills of learners and make them critical readers and thinkers.

Humorous stories translate the classroom into an active learning platform for the students as they are engaged in reading stories, listening to the story narration, and storytelling as an act of speaking. Saudi EFL learners are interested in the fun element of the stories. Therefore, the present study demonstrates the need to introduce reading, listening, and speaking activities in the classroom through humorous stories and language-learning games. Activities and humor play a key role in learning a language. Learners acquire a language through a process of participating in different language-learning activities and games. It is an easy approach to teach English languages as learners participate in the language learning process through their active participation.

The study also found that there are many benefits of using folk stories in the EFL classroom. The study establishes that folk stories help EFL learners to improve their vocabulary skills, reading skills, listening skills, and speaking skills. Stories work as motivating factors to read and understand the English language. Saudi students understood the significance of learning the English language in the globalized world. The result of the study also shows that it is important for Saudi students to learn English to find an excellent job or to become successful in Saudi Arabia.

5. Conclusion

This study used Saudi folk stories in teaching reading and speaking skills. It also shows that learners are motivated to improve their reading and speaking skills as they connect with the reading material in Arabic literature, in addition to that it also demonstrated a positive effect of translated Saudi folk stories in improving the reading and speaking skills of Saudi EFL learners. Moreover, it found that using folk stories as a supplementary material encourages learners to improve their reading and speaking skills. Finally, the study also confirms that the reading material from the Arabic context motivated learners to read the stories in detail to understand and critically analyze the meaning of the stories. The study established that translated Saudi folk tales can be used as supplementary texts in the English departments to teach reading, listening, and speaking skills. The study also reveals that there are various linguistic benefits for the learners to improve their vocabulary

skills, reading skills, listening skills, and speaking skills. The research also demonstrates that stories are a major source of motivation to read and understand the English language. The study also confirms that humorous stories generate great interest amongst the learners to engage them in reading folk stories, listening to story narration of fellow learners, and narrating the stories as an act of storytelling. The humorous stories proved to be a reliable source of motivation for the learners to improve their reading and speaking fluency in English. The study also illustrates that it is necessary for Saudi learners to improve their English communication skills to become successful in Saudi Arabia.

6. Recommendations and Implications for Practice

1. It is necessary to encourage reading culture among students by translating and publishing Arabic folk stories into English.
2. Folk stories need to be introduced as supplementary reading material in addition to textbooks.
3. Students need to be encouraged to visit libraries to study English language and literature (fiction/non-fiction) materials, magazines, and journals.
4. Encouraging the use of English outside the classroom among peers, between students, and teachers (informal interactions to improve speaking skills).
5. It is also necessary to create an English language environment to improve the students' language skills.

7. Suggestions for Further Research

1. A study could be conducted on the effectiveness of using translated Arabic folk narratives in developing the students' writing skills.
2. A study could be conducted on the influence of using translated Arabic folk narratives in improving the students' listening skills especially oral ones.
3. A major research project could be conducted to explore Saudi folklore and produce local knowledge for the benefit of the Saudi community. This project aims to collect the folk narratives from the people by recording the conversations. Then transcribe the stories into Arabic from the recordings, they will then be translated into English. Thus, it is possible to bring these collections of stories into two languages: Arabic and English. They can be used as teaching materials at the English departments in Saudi Arabia.

Acknowledgment

The authors thank the Deanship of Scientific Research at Prince Sattam bin Abdulaziz University, Al Kharj, Saudi Arabia, for its support in this project number 2020/02/14231. The authors also would like to express their gratitude to all the participants involved in this study.

Data Availability Statement: The data/supplementary materials that support the findings of this study are available from the authors upon request.

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Questionnaire (Appendix 1)

- Did you like the above stories? Why?
- What is the difference between these folk stories and stories / lessons from the textbook you are using for the reading class?
- Do you like to read only in Arabic, to read only in English or to read in English and Arabic?
- What challenges do you face while reading an English text? (Choose all the relevant options): Vocabulary (New words)/ Grammar/ pronunciation/ length of the text/ Time taken to read a text.
- Does the textbook have lessons about Arabic culture/ people / festivals / Saudi / Arabic folk stories?
- What is your opinion about folk stories and the use of folk stories in reading skill class?
- Please mention the names/titles of folk stories you read in English.
- What are the benefits of reading folk stories in English?
- I read the Saudi folk stories in the class. I like to read more folk stories in English.
- Saudi folk stories helped me in guessing the meaning of the complex words.
- Saudi folk stories helped in improving my vocabulary: Agree / Disagree/ Strongly agree /Strongly disagree/ Neutral.
- It is easy and fun to learn English through folk stories: Agree / Disagree/ Strongly agree /Strongly disagree/ Neutral.
- Saudi folk stories motivated me to develop my reading skills in English: Agree / Disagree/ Strongly agree /Strongly disagree/ Neutral.
- Reading Saudi folk stories improved my speaking skills: Agree / Disagree/ strongly agree /strongly disagree/ Neutral.
- For pleasure, I read Saudi / Arabic folk stories in English: Agree / Disagree/ strongly agree /strongly disagree/ Neutral.
- Reading and Speaking skills courses helped me in improving my reading and speaking skills: Agree / Disagree/ strongly agree /strongly disagree/ Neutral.
- It is important to learn English to find an excellent job/ become successful in Saudi Arabia: Agree / Disagree/ strongly agree /strongly disagree/ Neutral.

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