

**The Effect of Imagination Based Activities on
Developing EFL Speaking Skills among the Pupils
of the First Cycle of Basic Education**

**فاعلية الأنشطة القائمة على التخيل في تنمية مهارات التحدث
باللغة الإنجليزية كلغة أجنبية لدى تلاميذ الحلقة الأولى من
التعليم الأساسي**

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مستخلص البحث:

هدفت هذه الدراسة إلى فحص تأثير التخيل على تطوير مهارات التحدث باللغة الإنجليزية لدى تلاميذ الصف السادس الابتدائي. لتحقيق هذا الهدف تم اختيار (٦٠) تلميذا بشكل عشوائي وتقسيمهم إلى مجموعتين (مجموعة تجريبية ومجموعة ضابطة)، المجموعة الضابطة تم دريسها مهارات التحدث بالطريقة التقليدية بينما تم تدريس المجموعة التجريبية مهارات التحدث باستخدام أنشطة قائمة علي التخيل. استمرت التجربة لمدة ٣ أشهر خلال الفصل الدراسي الثاني من العام الدراسي ٢٠٢٢-٢٠٢٣م. جمع البيانات من خلال اختبارات مهارات التحدث الشفوي. وتم تحديد المهارات اللازمة للتحدث من خلال قائمة مراجعة تمت الموافقة عليها من الخبراء في تدريس اللغة الإنجليزية كلغة اجنبية. أظهر التحليل الاحصائي أن التخيل كان له تأثير كبير على جميع مهارات التحدث الشفوي. وظهر فرقاً إحصائياً ذو دلالة إيجابية (٠.٠١) في درجات ما بعد الاختبار بين المجموعة التجريبية والمجموعة الضابطة. بالإضافة إلى ذلك، كان هناك فرقاً ذو دلالة إحصائية (٠.٠٥) لصالح درجات ما بعد الاختبار للمجموعة التجريبية في اختبار التحدث الشفوي. وفي ضوء هذه النتائج، أوصي الباحث بضرورة تطبيق التخيل من قبل المعلمين في فصول اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية في مصر.

الكلمات المفتاحية:

التخيل - مهارات التحدث.

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Abstract:

The aim of this research was to examine the effect of the imagination on developing English language speaking skills of sixth year primary school pupils. In order to achieve this purpose, $n=(60)$ pupils were randomly selected and divided into two groups (an experimental group taught the speaking skills through the imagination and a control group was taught the speaking skills through traditional method). The experiment lasted for 3 months during the second academic years of 2022-2023. Data collection employed an oral speaking skills test. The required speaking skills were determined through a checklist approved by a jury of specialists in EFL teaching. Statistical analysis revealed that imagination had a large effect on all oral speaking skills. A statistically significant difference (0.01) in post-test scores emerged between the experimental and control groups. Additionally, a significant difference (0.05) favored the post-test scores of the experimental group in the oral speaking test. In the light of these findings the researcher recommended that: Imagination should be implemented by the teachers in FFL classes of primary schools in Egypt.

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Keywords:

Imagination - Speaking skills.

Introduction

Speaking is a crucial aspect of language learning, particularly in teaching English as a foreign language. In Egypt English is a subject, from grade one to twelfth grade with a strong focus on improving speaking abilities. The ability to communicate orally which include both listening and speaking skills is crucial for interactions and sharing thoughts.

Experts, in English language education and teaching methods place an emphasis on developing speaking skills. According to Joe (2019) highlights the importance of language instruction at the level focusing on enhancing students' abilities in listening and precise linguistic communication. These abilities are considered crucial for elementary students to excel as learners, in the era. Additionally, they are seen as building blocks for achievement ongoing development and successful interpersonal interactions.

Traditional teaching strategies do not allow for much student-teacher interaction within the classroom, with the teacher being the dominant figure while students remain passive listeners. This led to the emergence of modern theories that provide students with opportunities to participate in diverse educational and real-life situations. The most effective way to enhance learners' English-speaking abilities lies in their awareness of the cognitive and intellectual processes they engage in during the learning process. When learners are conscious of their thinking and their ability to comprehend the connections between their ideas, it enables them to express themselves orally or in writing. (Iwa, 2012).

Thinking is a dynamic process where learners evolve through mental interaction with their knowledge and experiences. It is about forming new ideas and expectations. Since thinking is central to education, Imagination is seen as a key part of this process. That is why encouraging students to use their imagination is important- it helps them to learn better. Imagination is seen as a way to come up with new and creative ideas. Merriam and Webster online Dictionary (2013) identifies imaginative thinking as the ability to form a mental image of something does not present to the senses or never before wholly perceived in reality; creative ability; fanciful or empty assumption. Imagination allows individuals to surpass real experiences and create substitute potentials in which a split context turns out to be a meaningful entity. The concept of imagination has received many definitions that researchers have addressed, where (Bridge et al. ,2012) defining imagination as the ability of an individual to produce and generate cognitive images independently of visual inputs stored on the retina.

Al-Harahshah (2014,193) defined it as a cognitive teaching strategy that works to invest and direct mental images in the learner about a specific activity, resulting g in the creation of new knowledge, expressed through drawing or oral discussion on.

Imagination can be classified in different ways:

In terms of constraint level, imagination can be classified into two categories: constrained imagination and unrestricted imagination (Freih, 2007). Constrained imagination refers to the process of imagining within certain limitations or predefined boundaries, whereas unrestricted imagination allows for free flowing, boundary-less creative thinking.

From a perspective of creativity, imagination can be further subdivided into two types:

Reproductive imagination and creative imagination. Reproductive imagination involves the ability to recall and recreate previously experienced mental images, while creative imagination entails the generation of novel and innovative ideas.

Another aspect to consider is the sensory dimension of imagination, which encompasses various modalities: visual imagination, olfactory imagination, auditory imagination, and gustatory imagination. These modalities involve the mental simulation and perception of visual, olfactory, auditory, and gustatory experiences, respectively.

According to Dewey, imagination helps build effective ideas connected to reality. (Othman, 2010, p. 190),(Dewey,2004).

Based on the above, it is clear that imagination plays a crucial role in education by allowing students to create mental images of concepts and scenarios that are not immediately visible. This highlights the importances of imagination in learning. It allows students to explore new concepts in a fun and engaging way, making education more exciting and engaging.

Statement of the problem:

The problem of this study could be stated in the sixth-year primary school students suffer from low level of English-speaking skills. This might be due to the traditional methods used in teaching English language at this stage that are not suitable to their nature. Therefore, in a trial to overcome the problem, the present study attempted to use imagination on developing speaking skills to primary school students.

Questions of the study:

To tackle the stated problem, this study attempted to answer the following main question: What is the effect of using imaginative thinking on developing speaking skills for the 6th year primary pupils?

From the main question the following sub-questions emerged:

- What are the required EFL speaking skills for sixth year primary school pupils?
- To what extent will the imagination effect the development of the required EFL oral speaking skills for the sixth-year primary school pupils?

Aim of the study:

The present study aimed at identifying the effect of imagination for developing speaking skills for the 6th year primary pupils of the first cycle of basic Education.

Hypotheses of the study:

- There is a statistically significant difference between the mean scores of the experimental and control groups students on the

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post-administration of the speaking skills test, in favor of the experimental group.

- There is a statistically significant difference between the mean scores of the experimental group on the pre- and post-administrations of speaking skills test, in favor of the post administration.
- There is a statistically significant difference between the mean scores of the experimental group pupils on the pre and the post administrations of the speaking test on each speaking skill, in favor of the pot administration of the test”.

Variables of the study:

- 1- **Independent Variables:** Imagination
- 2- **Dependent Variables:** Speaking skills.

Significance of the Study:

It is hoped that the results of this study would contribute in the following:

- Directing English language teachers in primary schools, specifically in the sixth grade, to focus on developing students' speaking skills.
- Assuring speaking skills a significant impact on learning English.
- Providing evidence that imagination can be used to enhance speaking skills.

Presenting a list of speaking skills that are necessary for sixth grade students in English subject.

Procedures of the study:

The research followed the following steps in due to fulfill its aims and realize its significance.

- Reviewing literature and previous studies related to
- Imagination and EFL Speaking skills.
- Preparing a list of required EFL Speaking skills for sixth primary school pupils and validating it.
- Designing speaking skills test for the sixth primary school pupils and validating it.
- Reformulating 6 units of the academic book in the light of imagination strategy and validating it.
- Selecting a sample of sixth primary school pupils randomly from governmental primary school Cairo governorate.
- Per-Administering the speaking test to the research participants to gain pre-data before the experiment.
- Implementing the suggested framework.
- Administering the research instrument after the experiment.
- Analyzing the obtained data statistically.
- Discussing the results and presenting suggestions and recommendations.

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Definition of terms:

Imagination:

The concept of imagination has received many definitions that researchers have addressed, where (Bridge et al. ,2012) defining imagination as the ability of an individual to produce and generate cognitive images independently of visual inputs stored on the retina.

Operationally:

Imagination is defined as the cognitive process of actively engaging with one's imagination to visualize, create, and explore new language and expressions and scenarios.

Speaking skills:

Mastery of speaking skill is crucial among the four language skills, and it is often considered the most significant skill (Masuram & Sripada, 2020; Segura Alonso, 2012). Several sources of information and scholars have suggested different definitions for the speaking skill. For humans, speaking is an important communication tool to express their viewpoints, hopes, intentions and attain specific goals in educational and business ranges.

Operationally:

Defines as the speaking activities conducted by sixth-grade pupils during their interaction with peers within the classroom, environment. These activities reflected their ability to use spoken language to express their thoughts, ideas, and imagination, as well as to provide information to others. Additionally, the assessment considered the accuracy of expression and the effectiveness of performance. These skills were measured through the grades obtained by students in a speaking test prepared by the researcher for this purpose.

Review of Literature :

Speaking skills

Communication involves both receiving and giving information. Listening and reading are about receiving information. Conversely

speaking and writing are the channels through which we convey our thoughts and ideas to others. Mastery of a language is achieved when an individual can effectively engage in both aspects of communication, expressing themselves fluently and writes effectively(Sharma,2015).

Speaking is considered one of the essential skills in English language learning. It is closely intertwined with all language skills, as mastering spoken English is often the quickest path to becoming proficient in reading and writing(Aljadili,2014). Andryani(2012) defines speaking skill as the capability to use the target language for effective communication, encompassing aspects such as accuracy, fluency, grammar ,vocabulary, pronunciation ,and comprehensibility.

Nature of speaking

The University of Pittsburgh Library System conducted a study that found speaking– related activities can be categorized as different types of speeches. These include informative speeches, which give facts or explain something; persuasive speeches, which try to convince others to agree with a viewpoint; and ceremonial speeches, which are often given at special events or ceremonies.(University of Pittsburgh, 2016).

Speaking skills:

Speaking skills are the foundation of effective communication, essential to mastering a language. They consist of four crucial elements: grammar, vocabulary, pronunciation, and fluency.

Grammar serves as the backbone of spoken language, governing the structure and arrangements of words in a coherent manner.

Vocabulary is like a toolbox for speakers, full of different words they can use. Having a lot of words to choose from helps people say exactly they mean, making their communication clear and effective.

Pronunciation is crucial for clear oral communication, as it involves saying sound accurately. When pronunciation is correct, it helps both speakers and listeners understand each other easily.

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Fluency ties everything together in speaking skills. It's what makes someone sound really good at speaking a language. Fluency means being able to use grammar, vocabulary, and pronunciation smoothly and naturally to speak in a way that makes sense. Fluent speakers can express their ideas easily with confidence and smoothness.

Mastering speaking skills is crucial for effective communication. By improving grammar, learning more words, perfecting pronunciation, and enhancing fluency, individuals can express themselves clearly and connect with others more deeply. (Richards,2016).

Imagination

Students create mental images based on their experiences, which they can connect and combine to form new sequences of images. These mental images, similar to scenes in a movie, depict a series of changes that appear continuous, creating the illusion of movement and imagination. These images aid students in comprehending intricate concepts without necessitating direct experience or simulation, as they can correlated with pertinent theories. (Bennett,2021).

This method relies on six main elements: relaxation, concentration, physical and sensory awareness, and the cultivation of imagination. These principles can be applied verbally or through activities like writing and drawing, which help them explore their inner thoughts. Imagination can be harnessed to enhance both the practical and scientific aspects of a student's life, particularly in the realm of developing English speaking skills. By encouraging imagination, students can practice thinking deeply and symbolically. Utilize the language of art and expression for self – discovery, and improve their ability to communicate and understand others in English. Moreover ,this approach helps them develop important academic skills and handle challenges they may face in learning English. Imaginative teaching and Instruction:

Imagination, as a teaching strategy, has the potential to stimulate active student participation and foster the exploration of new approaches. It can

also help alleviate boredom in traditional educational settings (Thana Rajab, 2012; Zuqan Obaidat & Suhaila Abu Al-Samid, 2014). For educational institutions to meet their objectives effectively, it is essential to embrace technological and scientific advancements. This entails constantly updating the educational curriculum, diversifying learning sources, and modernizing facilities and educational equipment. These measures should be guided by a forward-thinking strategy that integrates technology into the learning process. (Al-Arab, 2016, p. 136). Moreover, using imaginative teaching provide to be beneficial across all subjects. For instance, Alphen (2011) advocates for incorporating imaginative teaching in primary school subjects to capture students' attention and interest in learning. Alphen examined the perspectives of two educators, Egan and Steiner, both of whom emphasized how imaginative teaching engages the entire learner in the learning process. They agreed that children between ages of 5 to 14 learn most effectively through imagination.

Contemporary education is emphasizing the exploration of imaginative teaching approaches, incorporating imagination in the process. By tapping into imagination, there is a greater chance to engage in intellectual and symbolic thinking, utilizing the language of art and expression to self-discover, communicate, and understand others. This approach also facilitates a deeper grasp of academic materials, the development of essential skills ,and the ability to address environmental factors. Moreover, imagination is a valuable tool for driving discussions and generating ideas.(Johnson et al. , 2021).

Imagination and EFL Speaking :

Using imagination is really important for learning English, its impact on speaking skills deserves particular attention. By tapping into students' creativity and fostering a more engaging learning environment, Teachers can help students become better speakers by encouraging their creativity and making learning fun and engaging.

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How imagination helps EFL speaking skills:

- 1– Overcoming Speaking Anxiety:
 - Visualization: Encouraging students to imagine themselves speaking confidently in different situations can reduce anxiety and boost their self-belief in their speaking abilities.
 - Creating imaginary dialogues: Role– playing activities where students practice conversations in imagined scenarios, like ordering food at a restaurant or asking for directions, provide a safe space to experiment and gain confidence.
- 2– Expanding Fluency and Expression:
 - Storytelling and improvisation: Engaging in storytelling activities or improvisation exercises allows students practice using the language spontaneously and creatively, enhancing their fluency and ability to express themselves more naturally.
 - Describing imaginary scenarios: Activities like describing a picture, a dream, or an imaginary place encourage students to use descriptive language and practice speaking for extended periods.
- 3– Enhancing Vocabulary and Grammar Usage:
 - Creating imaginary presentations: Talking about imaginary topics motivates students to learn new vocabulary and practice using it in context.
 - Debates on imaginary topics: Discussing hypothetical situations encourages critical thinking and helps students use grammar accurately to express their opinions.

Steps for implementing the Imaginative Strategy:

Amin&Al-Mulla,2012,117,118)(Kazim,2011,165–167)(AL-Jadab,2012,27–28) Stated: The steps to implement the imagination strategy are as follows:

Preparation: This involves preparing students to focus through preparatory imaginative activities, which consist of short scenarios or imaginative situations.

Main imaginative activity: During the main imaginative activity, students undergo a mental processing of information under the guidance of the teacher, following sequential steps to explore new experiences. The process unfolds as follows:

- The teacher instructs the students to take a deep breath and close their eyes.
- Deliberately and gradually, the teacher presents the imaginative scenario, allowing students to construct mental images based on auditory cues.
- The teacher utilizes concise and familiar sentences to facilitate students' mental imagery, avoiding complex structures that may overwhelm their imagination and hinder their engagement.
- Instructions consistently prompt students to mentally return to the classroom and open their eyes.

Discussion: After the imaginative activity, the teacher facilitates a discussion about the students' mental images:

- The teacher summarizes what happened during the activity.
- Students have the opportunity to share their thoughts and ideas.
- There is enough time for discussion, either led by the teacher or by the students.
- All answers and contributions are welcomed.
- Efforts are made to create a supportive and relaxed atmosphere.
- Questions are asked about the sensory aspect's students imagined, such as what they saw, heard, smelled, or tasted. This aligns with the importance of engaging multiple senses, as emphasized by the study of Majid Al-Kanani and Nidal Dewan (2012). Additional activities can follow.

Related Studies:

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Al-Golabi (2021) indicated the impact of using a strategy based on imagery through the use of Google Classroom on the imaginative thinking skills in the subject of biology. The study used experimental design. The study sample included 68 fourth- grade students in Baghdad, Iraq. The sample was distributed to two groups: one group was taught using the new strategy, while the other group was taught using traditional methods. The findings revealed that students who were taught using the new strategy showed greater improvement in their imaginative thinking skills compared to those taught using traditional methods.

Dakhikh(2018) conducted a study to test the effectiveness of using imagination in teaching literary texts to develop reading comprehension, oral expression, and creative writing skills among first- grade secondary school students in Saudi Arabia. The study included a sample of 64 students randomly divided into two groups: an experimental group taught using imagination, consisting of 18 students, and control group taught using traditional methods, consisting of 19 students. The researcher prepared two tests to measure the study sample's reading comprehension and students' performance in creative writing. Additionally, a observation card was prepared to assess students' oral creative expression. The results showed a statistically significant difference in reading comprehension, oral expression, and creative writing skills in Favor of the experimental group taught using imagination. El-Bassuouny (2010) indicated that speaking is a terribly neglected skill in the Egyptian school because they are not assessed. Consequently, neither teachers nor students allocate adequate attention to this aspect of language development. The study investigated the effectiveness of employing authentic tasks in improving students' speaking skills. Significant findings revealed enhancements in various target skills, including pronunciation, vocabulary, fluency, grammar, and coherence due to approaching authenticity in the study. Additionally, improved self-

confidence and reduced speaking apprehension were among the findings of the study.

Zahedi and Abdi(2012) conducted a study to explore the impact of an imagination based strategy on English speaking skills among middle school students in Iran. The study included a sample of 40 students divided into experimental and control groups. The experimental group was taught using the imagination– based strategy, while the control group was taught using traditional methods. The results showed that the experimental group outperformed the control group in speaking skills after implementing the imagination –based strategy.

Design of the study

In this research, descriptive analytical, and quasi experimental design were used.

Participants of the research

The participants of the research were (30) sixth graders enrolled in primary school in Cairo, for the second term of academic year,2022–2023.

Instruments and materials of the research

The following instruments and materials were prepared and used to achieve the aims of the study:

Speaking skills checklist

The speaking checklist aimed at identifying the required EFL speaking skills for primary school pupils.

Content of checklist and its validity

Having reviewed the related studies and literature on developing English language speaking skills, the researcher prepared a list of speaking skills to identify the necessary speaking skills for six grader school students and submitted it to a jury of specialist in curriculum and EFL instruction so as to determine the degree of importance of each skill on checklist.

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The jury members stated that the skills in checklist would generally adequate and appropriate to the purpose.

Speaking test

The speaking test, designed and developed by the researcher to investigate the effect of imagination for developing English language speaking skills. The researcher presented the oral test to the pupils and they answered it orally. The test assessed fluency, accuracy, pronunciation, and body language. A pre-test was conducted before the treatment, followed by a post-test after the treatment was administered.

Test validity:

To establish the validity of the speaking test, jury members specializing in Curricula and Methods of Teaching English was engaged. These experts were requested to evaluate the test in terms of its appropriateness for the pupils' Academic level, the clarity of its components, and whether the test adequately covered all the skills examined in the study. The suggestions and feedback provided by the jury were carefully considered, and modifications were made accordingly to refine and finalize the test components.

Test Reliability

The technique of test-retest reliability was used to ensure the reliability of the research test. The value for Cronbach's alpha as a measure for the reliability of a speaking test was (0.82), which is high enough to reflect a high degree of reliability.

Data Analysis

To answer the study questions the researcher used SPSS program to analyze collected data, using statistical calculation of correlated t-test formula with significance degree (0.5) and (0.1) levels.

The upcoming will concentrate on the research findings, the findings of the study are presented according to the study questions and hypotheses.

Results of the study:

When presenting the findings of the current study, the researcher aims to validate the hypotheses and address the research questions at hand. The results will shed light on the outcomes and implications derived from the study, providing a comprehensive understanding of the topic under investigation.

Verifying the Hypotheses of the study:

The first hypothesis

In order to verify the first hypothesis stating that "There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of the speaking test in Favor of the experimental group".

$$t = \frac{M1 - M2}{\sqrt{\frac{Sd1^2 + Sd2^2}{N-1}}}$$

Where

- t= the calculated value of the difference between mean scores.
- M1= is the mean score of experimental group.
- M2= Is the mean score of the control group.
- Sd1= Is the standard deviation of the experimental group.
- Sd2= Standard deviation of the control group.
- N= Number of pairs of pupils.

Table 1: t-test independent sample results of differences between the mean scores of the experimental group and the control group in the post administration of EFL speaking test.

Test	Groups	n	M	SD	t
Speaking test	Control	30	11.5	1.8	6.87
	Experimental	30	19.9	5.7	

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The analysis revealed that the post –administration mean score of the experimental group pupils exceeded that of the control group pupils. The (t) calculated value (6.87)) was significantly higher than tabulated (t) value (2.74) Thus, a statistically significant difference existed between the mean scores of the experimental group and the control group pupils in the post–administration assessment of the required EFL speaking skills, favoring the experimental group. As a result, the first hypothesis of the research was accepted."

The second hypothesis

In order to verify the second hypothesis of the present research stating “ There is a statistically significant difference between the mean scores of the experimental group, on the pre and post administration of the speaking test in favor of the post administration test”. The following (t) formula was used.

$$DM \frac{DM}{N(N-1)} t$$

Where

- t: The calculated value of the difference between the mean scores.
- Dm: The general mean score of the difference between pairs of scores.
- Dd: The deviation of the difference from their general mean scores.
- N: Number of pairs of students.

Table (2): t-test results of the mean scores of the pre– post administration of the test of the experimental group in the speaking test.

Experimental	n	M	SD	t	Effect
Pre-test	30	11.23	10.4	9.61	0.76-- (0.8)
Post- Test	30	19.9	5.7		Large

The above table indicates that (t) calculated value (9.96) was significantly higher than the tabulated value of (t) (1.001) the difference

between the mean score of the experimental group pupils on the pre-administration of the test (2.4500) and the post-administration test (6.3500) was very high. Thus, there was a statistically significant difference between the experimental group pupils' mean score on the pre and post administration of the oral EFL speaking skills test at the level of (0.5) in favor of the post administration of the test. Thus, the second hypothesis of the present research was verified.

4.2.3 Verifying the third Hypothesis

Table (3) Pre-Post Experimental in each main skill in the speaking test

Main Skill	Test	M	SD	t	N
Fluency	Pre	2.1	12.09	10.6	0.79~ (0.8) (Large)
	Post	3.7	20.7		
Accuracy (Words & Grammar)	Pre	5.1	1.3	26.36	0.95 (Large)
	Post	8.1	1.8		
Pronunciation	Pre	1.8	3.17	14.18	0.87 (Large)
	Post	10.6	10.40		
Body language	Pre	1.2	0.42	14.6	0.88 (Large)
	Post	4.2	0.43		

The third hypothesis of the present study was stated as "There was a statistically significant difference between the mean scores of the experimental group pupils on the pre and the post administrations of the speaking test on each speaking skill, in favor of the post administration of the test".

It was shown that significant differences existed between the mean scores of the two administrations on each speaking skill. The results in table indicated to the following:

1. Fluency

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The result showed that the mean score of post administration of the experimental group was higher than that of the pre administration in the fluency skill, the mean score of the experimental group on the post administration was (3.7) with standard deviation (20.7) while the mean score of the pre administration was (2.1) with standard deviation (12.09). The estimated (t) value of the difference between the mean score of the experimental pre and post administration of the fluency was (10.6) was significant at the level of (0.01).

2. Accuracy (Words & Grammar)

The results showed that the mean score of the post administration of the experimental group was higher than that of the pre administration in the accuracy (Words and grammar) skills, the means score of the experimental group on the post administration was (8.1) with the standard deviation (1.8) while the mean score of the pre administration was (5.1) with the standard deviation (1.3). The estimated(t) value of the difference between the mean score of the experimental pre and post administration of the accuracy (Words and grammar) skills was(26.36) was significant at the level of (0.01), as it was higher than the tabled T (26.36).

3. Pronunciation

The results showed that the mean score of the post administration of the experimental group was higher than that of the pre administration in the pronunciation skills, the mean score of the experimental group on the post administration was (10.40) with standard deviation (10.6) while the mean score of the pre administration was (1.8) with standard deviation (1.8) . The estimated (t) value of the difference between the mean score of the experimental pre and post administration of the pronunciation skills was (14.18) was significant at the level of (0.01).

4. Body language:

The results showed that the mean score of the post administration of the experimental group was higher than that of the pre administration in the body language skills, the mean score of the experimental group on the post administration was (0.43) with standard deviation (4.2) while the mean score of the pre administration was (0.42) with standard deviation (1.2). The estimated (t) value of the difference between the mean score of the experimental pre and post administration of the body language skills was (14.6) was significant at the level of (0.01).

Discussion of the Results

The aim of the present study is to develop speaking skills among sixth year primary pupils using imagination. The results of the research revealed that Imagination proved to be effective in developing pupils' overall speaking skills. The previous statistical analysis was carried out with the purpose of answering the research question and verifying its hypothesis, and this led to the following results:

First: There was a statistically significant difference in degree (0.01) between the mean scores of the experimental group and the control group pupil's mean scores in the post administration of required of EFL speaking skills in favor of the experimental group.

According to these results of the researcher concluded that, teaching speaking by traditional methods have more educational problems hinder pupils to develop English speaking skills, these problems as :

- Enough time is not given to various exercises and opportunities for improvement of speaking ability.
- Students also complained of scolding, and discouragement by their teachers for not speaking.

Second: there was a statistically significant difference between the experimental group pupils mean score on the pre and post administration of the oral EFL speaking skills test at the level of (0.5) in favor of the post administration of the test.

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A probable reason for the results reached in this could be attributed to the implementation of imagination among the participants. This strategy encompasses various methodologies, such as utilizing different stimuli to guide students to imagine concepts and topics in an imaginative way, storytelling to develop speaking and expression skills, and providing opportunities for students to interact with others through group discussions and dialogues. Moreover, the incorporation of activities encouraging imaginative thinking and innovative problem-solving also holds significance within this context.

Conclusion:

- Based on the findings of this study, it can be concluded that the implementation of the imagination has positively impacted students' learning outcomes. The participants demonstrated significant improvements in their speaking skills, specifically in the areas of , fluency, pronunciation, body language, and accuracy.
- There is a statistically significant difference in degree(0.01) between the means of scores of pupils of the experimental group and control group in the post administration of speaking test.
- There is a statically significant difference in degree (0.05) between means of scores of the pre, and post administration in oral speaking test in favor of the posttest.
- In summary, the research found that integrating imagination into the learning process significantly improved the participants' speaking skills. This resulted in their spoken language becoming more fluent and expressive.

Recommendations of the study

Based on the findings of the research, the following recommendations could be presented:

- 1- Fostering a dynamic environment that encourage students to practice speaking in English and express their feelings and ideas freely out of stress and fear.
- 2- English teaching should be turned from being teacher- centered to learner- centered in which learners become more responsible for their learning and become self -autonomous.
- 3- Researchers, teachers, educators, and students should be trained on using imaginative thinking as they can.
- 4- Emphasizing interactive and imaginative teaching methods in EFL classes.
- 5- Training EFL teachers on incorporating creative activities that stimulate students' imagination and speaking skills.
- 6- Curriculum developers are invited to enrich textbooks with activities which enhance students' creativity and imagination and how to implement them.

Suggestion for further research:

Based on the findings of the current research the following areas for future research were suggested:

- 1- Investigating the effectiveness of a strategy based on imaginative thinking strategy for developing other English language skills among primary school students.
- 2- Applying the experimental treatment on EFL preparatory stage students.
- 3- Investigating the effectiveness of a blended learning strategy for developing English skills among primary school students.

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