

Using Visual Image Strategy to Develop Primary School Pupils Speaking Skill

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Abstract

The study investigated the effectiveness of Using the Visual Image Strategy in Developing speaking skills among third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef. Lists of these skills were directed through a pre- test, followed by implementing a program on Visual Image Strategy for training on speaking skills. A pre-posttest based on the program, was made, submitted to the Jury for modifications and validation. A pre-test was made for one group. After teaching the group using the program, a post-test was made for one group. The results showed a clear progress in the performance of the group. Thus the Strategy proved effective in enhancing speaking skills. Results were put in tables, analyzed and followed by the final conclusion of the research, recommendations and suggestions for further researches.

Key words

Visual Image - Speaking - Third Graders.

فاعلية استخدام استراتيجية الصور المرئية في تطوير مهارات التحدث لدى تلاميذ

المرحلة الابتدائية

مستخلص الدراسة

هدفت الدراسة إلى إثبات فاعلية استخدام استراتيجية استخدام الصور المرئية في تطوير بعض مهارات التحدث لدى تلاميذ الصف الثالث بمدرسة أبو بكر الصديق الابتدائية، وقد تم تصميم قوائم بهذه المهارات ثم بناء اختبار تمهيدي يغطي هذه المهارات ، تلاه تنفيذ برنامج مبنى على استراتيجية الصور المرئية لتعليم هذه المهارات وقد تم إجراء اختبار قبلي سابق على تنفيذ هذه الاستراتيجية ، وتقديمه إلى لجنة التحكيم لإجراء التعديلات والتحقق من صدقه وثباته ثم تعليم المجموعة باستخدام الاستراتيجية ، كما تم إجراء اختبار بعدى للمجموعة. وقد أظهرت النتائج تقدما واضحا في أداء المجموعة بعد تلقى البرنامج ، وهكذا أثبتت استراتيجية (الصور المرئية) فعاليتها في تعزيز مهارات التحدث لدى التلاميذ. ووضعت النتائج في جداول وتم تحليلها وتلاها الاستنتاجات النهائية للبحث والتوصيات والاقتراحات لما يستجد من البحوث في هذا المجال.

الكلمات المفتاحية: استراتيجية الصور المرئية- التحدث - تلاميذ المرحلة الابتدائية

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Background of the Study

The strategy provided here offered an integrated-skills activity. Pupils were requested to read the description of a visual image in an accepted manner, describe their own visuals, read and collect information from other students' writing, and express what they have found orally. This activity can be adapted for nearly any language level as well as any stage of learning. It does not highlight grammar only like what grammar translation approach makes with learners; however, the activity can address a wide range of targeted innovative points that train them to interact and express themselves in an accepted manner.

Necessary materials needed here include a sample visual (photo) with a brief description prepared by the teacher to provide a model for pupils; questions related to this description; pupils' own photos showing any daily activity; an information chart; glue, tape, or staples; and colorful paper and colored pencils (optional). KG and primary pupils have these posters as an essential requirements in their school material and even in their supplies. Students may use their own photos or other images, including pictures from magazines newspapers, or the Internet.

This example demonstrates how the technique can give pupils practice using the simple past tense with the general topic of daily activities. Students should already have vocabulary knowledge related to the topic That purpose can be fulfilled through Integrating Reading, Writing Listening, and Speaking with Visuals. (Ismayilli A ,2018). In the study of Riesty Wulandari(2012) he found three problems which were feasible to solve. The problems were the lack of facilities in presenting the materials, the lack of input activities in speaking and the lack of media to motivate the students in speaking. The actions to solve the problem were using Power Point program through a viewer to present the material, applying listening activity in speaking lesson and using pictures to help the students to speak. Those actions gave positive results. Firstly, the students were more motivated and more interested in

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involving the English lesson. Secondly, the students' fluency, pronunciation, accuracy and vocabulary were increasing. Thirdly, it was easier for the students to perform speaking by using pictures. The students' average pre-test score was 5.64 while the students' average post-test score was 7.35. The result shows that there was an improvement of the students' speaking ability. It can be concluded that using pictures can effectively improve the students' speaking ability, thus enhancing Communication and Self-expression among them. (Riesty,2012).

When we state that Language is as an ability to obtain as well as use complex systems of communication and Self-expression especially when the picture accompanies it the language also becomes a central role in the development of intellectual, moral, social, and emotional learners. Nowadays, as an international language, English has been taught in all levels of formal schools.

Although English is only as a second language, it becomes an essential means of communication in some occasions, for example, job vacancy opportunities, education, trade transactions, social-cultures, and many others. Principally, teaching speaking is not far different from teaching English for other skills such as writing, grammar, vocabulary, listening, and many others. Based on Balitbang Depdiknas (2002:42), it seems clear that goal of teaching and learning English is enhancing the four English skills consisting of the mastery of the receptive skills (reading and listening) and the knowledge of the productive skills (speaking and writing). However that comes within a specified word level and relevant grammatical structure. (Rahmi ,2018)

Before teaching in the classroom, it is proposed that the tutor has to know about the materials needed, the media used and the condition required for teaching in the class. A teacher also has to know about what the appropriate approach method like is to identify the students' characteristics in daily activities. Therefore, a teacher can then decide the proper way and use learning media which can help to teach English especially speaking skills successfully in his classroom. However, there are some problems with students when they practice speaking English in the classroom like shyness and fear of staggering. They have less self-confident, feel bored or reluctant to practice communication with other pupils or even people in daily life. To deal with such problems, tutors use some methods and rely on some approaches to teach English

speaking. The communicative approach is an appropriate method for teaching English conversation to make students feel better and more confident to communicate by using media. The proper media to explain conversation is through the picture. (Rahmi ,2018)

Based on the study of Raimes (1983:27) in Mahfud Effendi, the use of picture in the classroom , in addition to attracting pupils' provides a stimulating focus for their attention." The picture can commonly interest them to keep the spirit in learning English because the picture has much arts value and so many Psychological dimensions which make them more interested, more attracted and rather have the potential to learn. By using a picture, a teacher can be creative in dealing with the students' needs and imagination. The students will feel excited as well as a teacher can keep following lesson planning that he has made. However, using the image in teaching English speaking may seem difficult. Some factors are underlying this, for example, most students do not have the confidence to speak up possibly because they have less vocabulary and are influenced by their visible mother tongue.(Raimes, 1983)

Additionally, they naturally have less motivation to improve their English, so their speaking ability is never improved. The other factor can be the fact that the teaching method doesn't seem appropriate with the condition classroom, teaching material is not suitable with the students' needs, student's ability to receive and understand English subject that is various. Furthermore the environment may not seem right or even ready to teach English. Occasionally, the dominant or smart students are often grouped into the same group and experimental classes are deliberately designed for tutoring these kinds of brains. Meanwhile, the students who are a poor reader or low thinker will often face difficulties in the group at the same level. It is important for a teacher to understand and to solve this problem in other that there is not social discrepancy among one student to the others. Besides, before the teachers teach in the class, they should take into consideration these following elements, based on Shavelson and Stern (1981:478) such as content, the material is the thing that learners can observe, activities, goals, students' learning styles, and social community. (Nurdini , 2018)

Getting a good conversation, a teacher needs a characteristic feature and teaching procedure which function his teaching strategy and transfer it to the field of reality. The unique features of conversation include greater spontaneity, initiative and freedom with greater equality among the students than other discourse types. All these features have benefits

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for EFL students to improve English speaking skills when the nature of the classroom is put into consideration. Where language is directed toward as a specific purpose, and where a teacher is traditionally in charge of his pupils the process of using picture succeeds. Teaching conversation has a procedure which is flexible. The conversation focuses on developing student's speaking and interaction skills while raising their awareness. (Nurdini , 2018)

Benefits of Pictures

Successful tutors should be aware of what the condition and needs of the students are. There are some reasons to teach conversation by using the picture. The first and foremost, it is remarkably interesting for students because using picture can generate creativity that kills boredom. More importantly, using picture encourages spontaneous speaking with pairs. It can be done by giving a picture, then one of them describes it with directly practicing or speaking up. The students have to work in pairs or together in groups to get the primary goal of this learning. They cannot succeed unless they work well together in pairs. This cooperation is made by designing interaction among all of the students in the classroom. Moreover, pictures represent the media which are often used to explain an event clearer.

Sometimes news is considered less describable if there is no picture following it. Moreover newspaper advertisements may not be understood without the underlying images. Through pictures, the reader will know and imagine, although it is not entirely. Latuheru (1988) in Mahfud Effendi stated that "picture can translate abstract ideas into a more realistic form, can be easily obtained, can be used in different academic levels, can save teachers' time and energy, and can attract students' interest." Lastly, the reader also may have different views about the same picture. Thus, it will arouse the learners to speak up and express themselves in a rather successful way. (Nurdini , 2018)

Pictures Make Associations

When we compare pictures or images with a written text, a visual contains an infinite amount of information as stated in (Pettersson, 1985). Through selecting and utilizing different parts of information in a picture on different occasions, we can experience completely new and different perceptions when we re-see a picture in new contexts. Like other languages, pictures consist of coded messages that are

comprehensible in a given social context and in a given age. For example, we often find it difficult to interpret the messages in pictures from unfamiliar cultures and ages. "Modern art" puzzles its viewers who have not yet learned to decipher the new codes. The reader (viewer) always has greater freedom in interpreting a visual message than a verbal message. (Petteson,1985)

In reality visuals or pictures can convey so many kinds of messages. Even odd messages may compete with the messages the sender regards as significant and important. Thus, pictures always add some ambiguity and numerous "correct" interpretations, not always a picture leaves intended or anticipated interpretation (here comes the role of instructions added to these pictures). The way in which a picture is interpreted depends to a great extent on the reader's code in relation to the sender's code. Studies of intended vs. perceived image content give clear evidence that these are major differences between intended and perceived image content. The role of the teacher is to make relevance as well as harmony between intended and perceived image content (Petteson,1985)

Thus, pictures can have many purposes. This makes as great a demand upon lecturers and teachers as it does upon listeners and readers. We should always be on the alert, ready to question what the author/photographer/artist/editor means with a picture, Why is the picture there? What is its function? What is the picture's denotation (i.e., primary meaning, basic meaning, main message)? What connotations (i.e., secondary or implied meanings) does the picture have? What personal associations does the picture awake in different persons?

In 1991 Russel made a somewhat similar study in Australia. She was interested in exploring such experiments to find out how individuals make sense of their world through viewing and dealing with photographs. Children (11& 12 years old) were given black and white, and color photographs and were asked to write words and phrases which came to mind as they viewed the images. The researcher in the current study sat in the library of the school where he made his study and picked some pictures from short stories which can be useful in arising this imagination in his pupils to speak, communicate and express themselves through commenting on those pictures. In the study of Russel A total of 163 children responded to a picture of five Indian children photographed in a desert environment. In the study of the researcher the pupils were attracted to all images and visuals especially

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these simple images drawn on the blackboard by the researcher.(Russel,1991)

Slides Make Associations

During the spring term of 1991, 25 students at Stockholm University shared in a study implemented by Pettersson. The students were told that they would be shown three slides , and that on viewing each slide, they should write on a separate paper the associations called to mind by the image content in each slide. Slide 1 was projected for 30 seconds while the students wrote their associations. After these 30 seconds, the notes were gathered up. The procedure was then repeated with the two remaining slides.

A clear example of slides' associations in Pettersson' study was the picture of the dead bird which produced associations that can be perceived as negative. Some of these were: "death", "putrefaction" "destruction", "cadaver", "cold sand", "war", "oil spills", "environmental pollution", "environmental catastrophe", in addition to some other meanings like "disturbing", "rot", "the end", "sorrow", "desolation", and "a desert". Nevertheless, this picture also did call to mind a few positive associations: "lovely beach", "an archipelago", "beauty", and "warm sand" (Pettersson,1991).

(1) Statement of the Problem

The third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef generally have an observed weakness in communication and self-expression when they learn by the regular methods of teaching. Thus, the present study explored the impact of visual image teaching strategy on enhancing communication and self-expression skills among third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

(2) Hypotheses of the Study

The present study mainly focused on verifying the following null hypotheses:

1. There is a statistically significant difference in communication and self-expression mean scores between the pre-test and the post-test in favor of the posttest.
2. Visual Image Strategy is effective in improving communication and self-expression among third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

Questions of the Study

- 1) What are the speaking skills in which there is weakness among third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef?
- 2) Which form of Visual Image Strategy can develop speaking skills among third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef?
- 3) What are the features of visual image strategy?
- 4) What is the effect of Visual Image Strategy on developing speaking skills among third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef?

Aims of the Study

This study aimed to:

- (1) Improve communication and self-expression skills in which there is weakness among third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.
- (2) Determine the experimental group's achievements in the English speaking posttest.
- (3) Design a proposed Visual Image Strategy intended to develop communication and self-expression among third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.
- (4) Verify the statistically significant differences in both groups' achievements in the communication and self-expression posttest.
- (5) Ascertain the effectiveness of Visual Image teaching-learning Strategy in developing communication and self-expression among third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

Significance of the Study

The significance of the current study is based on:

1. Contribution to the improvement of teaching English in Abu-Bakr El-Siddeeq Primary School in Beni-Suef in general.
2. Highlighting the challenges of using based Visual Image Strategy in developing communication and self-expression among third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

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- 3.Verification of the effectiveness of using Visual Image Strategy in developing communication and self-expression among third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.
- 4.Attempting to realize the goals of Ministry of Education and developing the mastery of communication and self-expression among third graders in primary schools.

Variables of the Study

- (1) The independent variable which is Visual Image Strategy.
- (2) The dependent variable which is improving speaking among third graders of Abu-Bakr El-Siddeeq Primary School in Beni-Suef.

Delimitations of the Study

The current study was delimited to the following:

- (1) One class for teaching the selected group from third graders (n=35) of Abu-Bakr El-Siddeeq Primary School in Beni- Suef.
- (2) Two months for implementing the strategy in face-to-face lessons.
- (3) The first semester of the academic year 2021/2022

Literature Review

In general the visuals as well as pictures can be interpreted in different ways by different individuals as observed in such experiments. There is often a difference between a picture's denotation (literal meaning), connotation (associative meaning), and private associations. In this area two studies were implemented in order to observe the private associations that pictures awaken in people. One study deals with associations made from slides; the other with interpreting pictures in advertisements. In the first study, 25 university students were shown slides, then asked to write the associations called to mind by the image content in each slide. Chains of association reflecting the subjects' trains of thought are discussed and examples provided. In the conclusion of this study the researcher found that teachers who use slides in their oral and verbal presentations must realize that visual images and pictures in general can generate a variety of associations in audiences. (Pettersson:1995).

Thus, it may be concluded that pictures used in information and instructional material, always should have captions to guide the understanding of the content. In the second study , six advertisements were chosen at random from .an airline magazine. Trademarks were

hidden, and the advertisements were shown to 50 students, who were asked to write down what company they thought the advertisement represented; that procedure included : the type of product, the company or trademark they believed the advertisement was meant to promote, and whether they had seen the picture before or not , Hence they would be able to make right and innovative judgments on what they see (Pettersson:1995).

Research Design

As for the research design, quantitative statistics method was used . The quantitative analysis described the participants' achievements in communication and self-expression pre-and posttests. It verified the existence of statistical significant differences between the study group achievements in speaking pre-and posttests.

Visuals and Pictures can convey multiple and various messages to the learners. Odd or ambiguous messages may compete with the messages the sender regards as significant and important. Thus, pictures always add some ambiguity and numerous "correct" interpretations, although not always a picture needs an anticipated interpretation. The way in which a picture is interpreted depends to a great extent on the reader's code in relation to the sender's code. Studies of intended vs. perceived image content give clear evidence that these are major differences between intended and perceived image content. In recent studies, questionnaires completed by pupils and teachers show that there are many different purposes served by the pictures that are used in schools. (Pettersson,1990).

Most of these pictures can be perceived as pedagogical or cognitive in purpose, as opposed to pictures that are used to entertain, or as decoration, or in advertising and marketing. In one study made at the secondary school level, eighty-two pupils questioned mentioned 391 purposes in all, while 40 teachers named 84 purposes. Many of the answers were similar, some were even synonymous or closely related to each other. By far the most common purposes of the pictures shown in school were named as: showing, explaining, making clear, illustrating, informing, summarizing, elucidating, and conveying information.

Thus, pictures can have many purposes. This makes as great a demand upon lecturers and teachers as it does upon listeners and readers. We should always be on the alert, ready to question what the author/photographer/artist/editor means with a picture, Why is the

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picture there? What is its function? What is the picture's denotation (i.e., primary meaning, basic meaning, main message)? What connotations (i.e., secondary or implied meanings) does the picture have? What personal associations does the picture awake in different persons? (Pettersson,1995).

Participants of the Study

The study was applied on thirty-five pupils in Abu-Bakr El-Siddeeq Primary School in Beni- Suef. They were made the study group. Data were collected during the first semester of the school year 2021-2022.

Procedures of the Study

- The researcher selected a class in Abu-Bakr El-Siddeeq Primary School in Beni- Suef.
- They were made the study group.
- The researcher selected a group of pictures and visuals to be the material of his study.
- The speaking pre -tests were administered at the first semester of the school year 2021-2022.
- The study group performed received an integrated course by the use of visual image strategy
- The study group performed speaking by using visual image strategy learning instruction.
- The employment of visual image strategy to the study group took many stages.
- The language instructor tried to integrate the picture with the process of EFL speaking with the participants through identifying many sessions of free questions.
- The language instructor elicited all the probable answers from the learners through expressing themselves by giving all their responses to the questions of the instructor.
- The language instructor selected content tasks from teacher's book.
- The post test was administered for the study group.
- For the purposes of validity and reliability, the speaking test was piloted on thirty five participants.
- The pilot study ascertained that the English speaking test measured the participants' achievement in EFL speaking.

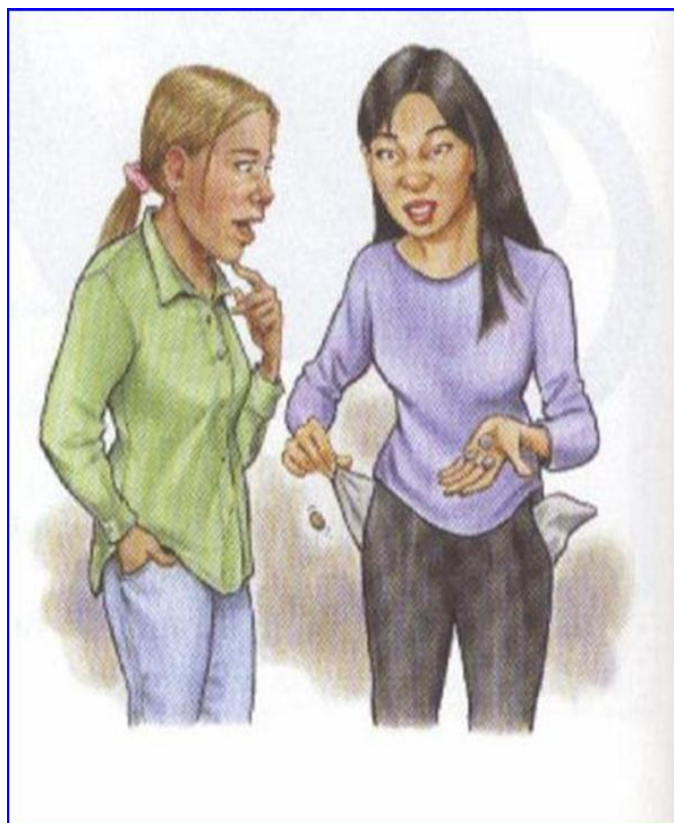
- The results and data analysis reflected an observed advance in speaking among the pupils with the use of visual image strategy .

Experimental Procedures

The example given in the picture uses the simple past tense as an illustration of how the technique works in practice in an elementary-level class. The required time is approximately 45 minutes; however, that may vary depending on the number of students and other variables. Rather here we may introduce simpler and short time examples like the following :

Interaction (Time: 3 Minutes) (Score: 5)

- 1.- You are required to make an oral presentation within 3 minutes
- You bought a jacket yesterday and you found out there is torn. You came back to exchange it but there were not in the stock. Solve the problem.



- The researcher could design some pictures and visuals like these and draw them on the blackboard where the role of the pupils was to speak and comment on the content of these pictures.

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Instruments of the Study

Speaking Test

Aims of the Test:

The main aim of this speaking test was to measure the primary pupils' speaking skills both before and after the implementation of visual image strategy

The test aims were assessing the pupils' ability to:

1. Initiate discussions on the themes
2. Use a range of grammatical patterns with accuracy
3. Speak with a clear sense of purpose
4. Present information in a logical sequence
5. Pronounce naturally
6. Vary stress /intonation
7. Ask for information

Description of the Test

Simple warm up questions based on the candidates' names, place of residence, leisure preferences etc. were asked. The time of the speaking test was 2-3 minutes for each pair. There were 12 picture cards. A pair of students chose one card to make a situation and then make a mini presentation about the card.

Presentation of the Test

In this section the teacher gave each pupil the choice to pick up a group of pictures. Pupils were given 1 minute to prepare. The researcher gave a choice for topics in class to pupils so that they could prepare the topics and organize their ideas on each topic. After one minute, each pupil was given 2-3 minutes to present his/her ideas. The instruction came as follows: "Choose one card and share the ideas of the topic with your partner. Make a presentation separately. You will have 1 minute to prepare". After one minute, both of the students will take 2-3 minutes each to present their ideas separately.

Validity of the Test

Validating the test involved ensuring that the test accurately assesses what they are intended to measure and that the results are reliable. This

could be achieved through various techniques, including defining clear objectives, reviewing test results, performing quality checks, and communicating with stakeholders

Reliability of the Test

Reliability of tests can be measured using several methods, including test-retest reliability, parallel forms reliability, internal consistency (including split-half and Cronbach's alpha), and inter-rater reliability. Each method assesses consistency in different ways, and the choice of method depends on the type of test and research question

The test was administered to a group of 35 of primary stage pupils at Abu Bakr Essediq primary school who represented the study group, in (2021). After three months the test was re-administered to the same participants, then, the reliability of the test was calculated using test-retest reliability .

Piloting the Test

Piloting a test refers to conducting a preliminary, small-scale trial of a test, survey, or experiment before its full-scale implementation. The test was Piloted on the class pupils before applying visual image strategy and before implementing the full test form and showed a clear weakness in pupils' performance on speaking.

Table (1) Speaking checklist.

No	Speaking Skills
1	Introducing Yourself / Talking about Yourself, Exchanging Personal Information
2	Describing someone, something, somewhere and people' appearance
3	Participating in Informal Discussions and Situations
4	Giving an Oral Presentation
5	Opening and Closing Conversations
6	Exchanging Ideas and Information
7	Making Coherence and Cohesion of a Conversation

Data Collection

Data were collected through the instruments of the English speaking pre- posttests which consisted of a number of speaking drills given a total mark divided to marks allocated for the correct answer of each drill. The test comprised parts which included a number of questions designed by the researcher for second language learners. For

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the purposes of validity and reliability, the English speaking test was piloted on thirty two participants. The pilot study ascertained that the English speaking test measured the participants' achievement in English speaking test measured the participants' achievement in EFL speakin

Data Analysis and Results

There was a statistically significant difference in speaking mean scores between the Pre-Test and the Post-Test after the treatment in favor of the Post-Test and that verifies the main hypothesis of the study. That was achieved through the progress which happened in students' performance as appears in their scores in the post test. It also appeared through the indication of T test, Std. Deviation and significance of differences as appears in this table of data analysis:

Table (2) The Statistic Interpretation of the group in the Prepost speaking Test

Paired Samples Statistics

skill	Mean	N	Std. Deviation	Std. Error Mean
speaking Pretest	4.56	34	1.106	.190
speaking Posttest	7.12	34	1.008	.173

This was evident as the posttest p value was < 0.05 .

It is clear from the previous table that there are statistically significant differences between the pre and post average scores of the experimental group in the speaking skills in favor of the post measurement, where the value of T was significant at the level of 0.01, and the post average was greater than the pretest average, as shown in the following table:

Table (3) Paired Differences

Paired Samples Test

		Paired Differences			t	df	Sig. (2tailed)
		Mean	Std. Deviation	Std. Error Mean			
The Group	speaking Pretest Score speaking Posttest Score	3.206	1.175	.202	15.910	33	.01

Conclusion, Discussion and Teaching Implications

The pretest findings showed that the study group had high achievements in EFL perfect speaking. Their error widely covered different patterns of English speaking drills before using visual image learning strategy with them. In other words, the study group made fewer errors in dealing with the process of speaking after the experiment which appeared in their way of speaking. The study group showed better ability to speak appropriately and use their tongue to talk about the visuals in an eloquent way.

As the study group's achievement after the experiment significantly exceed their achievement before it , the present study rejects the third null hypothesis that there is no statistically significant difference between the groups' achievements in EFL perfect speaking before and after the experiment or between their scores in the pre and posttest in EFL perfect speaking. The findings are consistent with those reported by Hwang, et al. (2017), Alfiandita and Ardi (2020) and Nagy (2020), and Ding, et al. (2022).

Subsequently, the current study showed the effectiveness of using visual image strategy in training on English speaking among the third graders of Abu Bakr el Siddeeq Primary school. It rejects the fourth null hypothesis that visual image strategy has no effect on teaching English speaking. This finding is compatible with those reported by Nawaz (2019) and Nhem (2020), Safitri, Rafli, and Dewanti (2020), Shehadeh (2021), Parcon (2022). Language teachers, in Abu Bakr El-Siddeeq Primary school should pay attention to the teaching of English speaking to third graders. Knowledge of EFL speaking is vital for developing the participants' proficiency levels and enables them to employ the process of speaking in performing other language skills.

The mastery of EFL speaking enhances the participants' mastery of EFL vocabulary, and their ability of self-expression, receiving, interpreting and replying to communicative messages, producing well-formed spoken English, and understanding various English visuals. It is also necessary for language teachers in the same school to employ visual image learning strategy for teaching not only EFL speaking , but also other different EFL skills. Thus, it is necessary for those in charge of EFL curriculum planning to observe the distribution of different EFL speaking patterns throughout the English syllabi taught in Abu Bakr El-Siddeeq Primary school. Curriculum planners for English syllabi in the Primary schools should also observe devising activities based on visual

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image learning strategy which cover wide range of English language skills taught to the primary EFL pupils.

Recommendations

In the light of the previous results and the review of literature, the researcher provided the following recommendations:

- (1) EFL instructors should examine effectiveness of Visual Image Strategy in developing English communication skills.
- (2) Instructors should use class time for application of content to increase interaction.
- (3) Visual Image Strategy should be used with undergraduate stage for a greater interaction and engagement.
- (4) Teachers should take into consideration the training on communication and contact between students both online and off-line.
- (5) Teaching Aids should be well prepared, tested, specified and accurately put to address the brain and enhance imagination.
- (6) EFL instructors should examine effectiveness of Visual Image Strategy in developing English communication skills.
- (7) Instructors should use class time for application of content to increase interaction, communication and self-expression.
- (8) Visual Image Strategy should be used with undergraduate stage for a greater interaction and engagement.
- (9) Teachers should take into consideration the training on communication and self-expression among students both online and off-line.
- (10) Teaching Aids should be well prepared, tested, specified and accurately put to address the brain and enhance imagination.

Suggestions for Further Studies

At the end of that treatment the following suggestions can be provided for further research:

- (1) Implementing Visual Image Strategy in developing other EFL skills.
- (2) Implementing Visual Image Strategy in developing different science skills
- (3) Implementing Visual Image Strategy in developing different skills of Arabic Language.

- (4) Implementing Visual Image Strategy in developing different Geographic skills like recognizing the world capitals.
- (5) Implementing Visual Image Strategy in fields other than Education like Engineering, marketing, policy and economy.
- (6) Implementing all the principles, fundamentals, fields and strategies of Visual Image Strategy during the training sessions.

Using Visual Image Strategy to Develop Primary School Pupils Speaking Skill

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(Table: 4) : Pre-Post Test Scores of Pupils In Speaking (The Total Score is 10)

No	Pre-Test Score	Post-Test Score
1	7	8
2	3	5
3	5	9
4	5	7
5	2	3
6	2	5
7	8	10
8	9	10
9	5	9
10	6	8
11	7	8
12	3	5
13	5	9
14	5	7
15	2	3
16	2	5
17	8	10
18	9	10
19	5	9
20	6	8
21	7	8
22	3	5
23	5	9
24	5	7
25	2	3
26	2	5
27	8	10
28	9	10
29	5	9
30	6	8
31	2	5
32	8	10
33	9	10
34	5	9
35	6	8