



IMPROVING SPEAKING SKILL FOR NON-ENGLISH MAJOR FRESHMEN AT TAN TRAO UNIVERSITY THROUGH USING IMAGES”

Nguyen Thi Thuy Dung

Tan Trao University, Viet Nam Email address: thuydungthnn@gmail.com

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Abstract:

The article presents an overview of improving English speaking skills for non-major freshmen through images. In this study, the author analysis factors affecting the speaking skills of non-major freshmen, a survey is conducted on students' perceptions of using images to teach English speaking skills, then conduct this research experiment on 2 groups in the first half of 2024 (the control group and the experimental group) tried to find the effectiveness of using images to improve English speaking skills for the 1st year non-major students, Tan Trao University. Data were researched using Minitab software. Within the scope of the article, the author will provide solutions to improve English speaking skills for students at Tan Trao University by using pictures such as using pictures to teach speaking skills in classes and giving students tasks to practice speaking at home and then send teacher feedback with a video presentation based on images.



CẢI THIỆN KỸ NĂNG NÓI TIẾNG ANH CHO SINH VIÊN KHÔNG CHUYÊN NĂM NHẤT THÔNG QUA SỬ DỤNG HÌNH ẢNH

Nguyễn Thị Thủy Dung

Trường Đại học Tân Trào

Địa chỉ email: thuydungthnn@gmail.com

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Từ khóa:

Không chuyên, Sinh viên năm nhất, sử dụng hình ảnh, nhóm đối chứng, nhóm thực nghiệm.

Tóm tắt

Bài viết trình bày tổng quan về việc nâng cao kỹ năng nói tiếng Anh cho sinh viên không chuyên năm nhất thông qua hình ảnh, trong nghiên cứu này tác giả tìm hiểu các yếu tố ảnh hưởng đến kỹ năng nói của sinh viên không chuyên năm nhất và thực hiện khảo sát nhận thức của giảng viên và sinh viên về việc sử dụng hình ảnh để dạy kỹ năng nói Tiếng Anh, rồi tiến hành thực nghiệm nghiên cứu này trên 2 nhóm vào nửa đầu của năm 2024 (nhóm đối chứng và nhóm thực nghiệm) nhằm tìm ra hiệu quả của việc sử dụng hình ảnh để cải thiện kỹ năng nói tiếng anh cho sinh viên không chuyên năm nhất, trường Đại học Tân Trào. Số liệu thu được nghiên cứu được sử lý trên phần mềm minitab. Trong phạm vi bài viết, tác giả sẽ đưa ra giải pháp nâng cao kỹ năng nói tiếng Anh cho sinh viên trường Đại học Tân Trào bằng hình ảnh như sử dụng hình ảnh để giảng dạy kỹ năng nói trên lớp đồng thời giao bài cho sinh viên thực hành nói ở nhà rồi phản hồi lại bằng videos thuyết trình theo tranh cho giáo viên.

1. Introduction

English is considered an international language; it plays a particularly important role during The period of international integration It has been a tool, a means of communication that effectively supports us in accessing civilization, advanced science and technology. set and connect the global friendship circle.

In Vietnam, English is a foreign language that is given first priority when being taught at all levels in high schools, universities and colleges.

Furthermore, Vietnam is one of 10 members of ASEAN and the language used as a common means of communication in the bloc is English. Therefore, promoting the conversational role of learning and communicating in English is extremely necessary.

At Tan trao university, all-English environments have been created for English learners. In these 'English communities', learners do some their major subjects in English and everyday activities,

such as chatting with friends in English, using English in classroom.

When learning a foreign language, we need to learn all four skills of listening, speaking, reading, and writing because of these important things in communication, but English-speaking skills are the most important. From the first months of a child's life (from about 7 months old), the first skill he or she shows is the speaking skill. The baby can babble according to the sounds he/she heard. From 18 months onwards, the baby can speak or call "daddy" or "mommy" while he can never write or read that word. Just like when starting to learn a foreign language, specifically English, the first thing we may come into contact with English is English speaking skills, we can say simple sentences like 'Hello - hello' to complex sentence patterns when we meet and communicate with a foreign guest without requiring us to write those sentences into larger sentences so that the customer can understand what is being said.

It can be said that English speaking skill is the starting point of learning English to develop other skills and is also the final "threshold" for us to aim for - communication ability. Therefore, improving students' English-speaking ability right from the first lessons is necessary.

Currently, there are many modern teaching methods to improve students' English-speaking ability, however, the use of images in teaching English speaking skills is still limited, most teachers often use images. Images to teach vocabulary is a traditional method, but for me personally, this is a positive way to help improve English speaking skills for students at Tan Trao University in general, and for non-majors in the third year. Tan Trao University in particular, especially students from remote areas with little English communication environment, even only learning English through books or students with

poor English - speaking ability. in high school classes. That's why the author chose to research the topic: "Improving English speaking skills for students at Tan Trao University through the use of images".

Besides, there are still some difficulties from the students' side, most of them tend to hesitate to speak for fear of making mistakes or because their vocabulary is limited. That urges us to find an effective method of using "visual images" to improve the English - speaking ability of our students through vivid visual images (possibly There are vocabulary subtitles below for classes with many poor students) to help students become more interested in class and promote student initiative so that weak and average students can rely on the images. Visual images with captions develop into my ideas. For advanced students, they can update those words while they only know the meaning but forget how to write it or supplement their vocabulary if it is a new word.

This research article is to improve the quality of English teaching and learning in speaking skill for non-major freshmen bases on analyzing some factors below to aim of giving some solutions to improve English speaking skill for students at Tan Trao University by using images

- Review the definitions of speaking, Speaking skill and English-speaking skill.

- Find out the current status of teaching and learning speaking skills of teachers and non-major freshmen at Tan Trao University through using of images.

- Find out the current status of teachers' awareness of improving students' speaking skills through the use of images.

The purpose of this study is experimented on 2 groups to find out the effectiveness of using

images to improve English speaking ability for non-major freshmen at Tan Trao University.

Furthermore, this study will provide answers to clarify the following questions:

- Is there any difference in awareness based on the scores before and after experimental teaching of students in group 1 - The group that does not use visual images in experimental teaching.

- There is a difference in perception based on the scores before & after experimental teaching of students in group 2 - The group that used visual images in experimental teaching.

- There is a big difference in the cognitive level of students when taught in two different ways (Group 1 and Group 2).

- Finally, providing solutions to improve speaking skills for non-major freshmen at Tan Trao University through using of images.

2. Literature Review

Most students are very afraid of English speaking skills because if they want to use this skill well, it requires them to be rich in vocabulary, master grammatical structures and be able to pronounce relatively accurately, in addition to they must have acumen and flexibility in ideas along with the ability to organize information seamlessly and scientifically. This is really difficult for students from remote areas who have few opportunities to use English in communication, so they are very hesitant to speak. Realizing this problem, we have used images in English speaking lessons to help students more boldly come up with ideas during English speaking skills lessons in class. Within the framework of this topic, we want to mention improving speaking skills through the use of images for students at Tan Trao University.

In the world, there are many 'studies on how to use pictures in speaking lessons to improve learners' speaking skills and create excitement for learners. Below are some studies in this field'.

Firstly, using images to motivate students to study: Using images in teaching is one of the great ways to create an interesting learning environment, helping students understand the lesson more effectively and 'excitedly participate in speaking activities and as a teaching activity'. teaching attracts the attention of teachers and learners', in their research Sri Ariani and Muhamad Zaenul Husna (2022, refer to 10, p.62) pointed out that "using photos can improve speaking skills as well as student motivation." birth" or in the book "Creativity in the English language classroom" published in November 2010 by authors Alan Maley and Nik Peachey (refer to 6, part 4 page 37), it is clearly mentioned "Making thinking visible in the English classroom: cultivating creative thinking" The book also discusses "how we can encourage students to "think outside the box" in the English classroom by using artistic visual stimuli and the Visible Thinking method." Author team Rizky Khairun Nisa; Iwan Perdana; Angga Taufan Dayu (2020) [refer to 8, p.21] also has the same opinion: "Teaching English speaking or English conversation through the use of visual media is a great way to improve students' English speaking ability as well as to stimulate increase their motivation to learn. Students don't get bored." We can see that providing and using images to improve speaking skills will greatly benefit students in receiving information through images and at the same time create a rich learning environment. and interesting. In addition, author Byrne (1990) believes that "images can stimulate students' discussion and interpretation of the topic". The author believes that using images will create an interesting learning environment, where students will be motivated to participate in exchange and discussion activities during English speaking class. https://www.teachingenglish.org.uk/sites/teacheng/files/The_Image_in_English_Language_Teaching.pdf

Secondly, using images to improve learners' English speaking skills: When practicing speaking skills, learners tend to have difficulty developing ideas. They really want to present ideas but have difficulty recalling their imagination about a certain speaking topic. Force yourself to create a new topic to practice speaking. Tanjung Wulandari (2014) believes that students have difficulty using English when speaking because they lack vocabulary, lack confidence, and sometimes they feel scared when they make mistakes. According to Rahmi Aulia Nurdini (2018) [refer to 10, p.161] "There are some problems with students when practicing English speaking in the classroom. Children are at risk of lacking confidence, being tired or afraid to practice communicating with other students" (2020;p157), he points out that "Teaching students to speak English with pictures is a great way to communicate with other students". speaking ability as well as motivating students to not feel bored and enjoy learning English in class." "In addition, using images also helps students practice speaking English regularly even outside of class, remember material better and improve speaking skills. My brother" Or in the book "How to teach English by Jeremy Harmer (six impressions 2010) mentioned the use of visual images as a powerful support tool for improving English speaking ability. He described very carefully 2 ways of using visual images: students describe visual images and redraw them based on their ideas without a visual model, or speaking activities based on visual images are also described in this book. In the book "Handbook of learning methods" for English teachers in Vietnam, the teaching activity of speaking based on visual images published by the American Language Institute and used as teaching materials at Hanoi University of Foreign Languages" is also a valuable document that adds evidence to this field of research.

In Vietnam, There have been many studies in the country related to the use of pictures to improve or enhance speaking skills for students. All of these studies have achieved the common

goal of helping to make English speaking skills lessons more lively and rich, creating excitement for learners, and speaking skills are improved after applying this method. However, in each study, the "research object and the approach to the research object" that each author aims at are different as in the study

However, in each study, the "research object and approach to the research object" that each author aims at is different, such as in the study "Survey on the use of pictures in teaching English speaking to students at some primary schools in Da Nang city: Current situation and solutions" by the group of authors Luu Quy Khuong; Ngo Thi Hien Trang [refer to 3]; The research subjects were 107 'teachers' and students of grade 3 of Primary School, and the research approach was to interview 100 students to get their learning attitudes about the use of pictures in English speaking lessons and to investigate 07 English teachers to get the results of their views and 'difficulties' that teachers often encounter in the process of using pictures in speaking skills lessons, and to observe 5 English speaking lessons and to determine the purpose of using pictures in speaking lessons for role-playing activities, 'describing pictures', 'comparing the differences between pictures, guessing the content of pictures or dialogue'. 'This study also showed that teachers were aware of the importance of pictures in speaking lessons, but they did not have the skills to use pictures and the method of conveying pictures was not high'.

Or in the study "Using cartoon pictures to enhance English-language learners' attitude towards speaking skills" by author ThS. Vo Thi Duyen Anh [refer to 5]; Institute of Languages, Van Lang University; mentioned that cartoon pictures are considered suitable for students to enhance their positive attitude in speaking activities. Students learn better when using their favorite cartoon pictures in class and learners are assigned tasks that suit their interests. Using the descriptive research method - surveying learners' attitudes, the author found a very convincing reason: "Students

cannot demonstrate their potential English learning ability because they are not studying in a suitable and appropriate environment to help them learn better". In addition, in their study "Improving English speaking skills for first-year non-major students at Hanoi University of Industry" by the group of authors Pham Thi Bich Hao; Nghiem Thi Thu Ha [refer to 2]; conducted a survey of 140 first-year IT students at Hanoi University of Industry and randomly interviewed 20 students to find out and analyze the factors affecting students' English speaking skills and emphasized that "outdated learning habits that are no longer suitable for the new situation and context should be changed, but have not yet pointed out a new method of improving English speaking skills that is suitable for the current situation. The two authors Nguyen Thi Diu and Nguyen Thi Le Thuy [refer to 1, page 59] in the study "Some suggestions to create excitement for students in English speaking lessons" also pointed out that combining multiple senses while learning to speak English will be more effective, for example, you can draw pictures about the content you are learning, use body language to express what you are saying. After reviewing the concepts; Mrs Nguyen Thi Huyen Trang [Quoted from 4, p.4] concluded from her doctoral thesis research that "images can promote learners' interest in 'learning a foreign language'" in her research, the author proved that "using images in teaching is effective in promoting students' interest and motivation in speaking activities in English lessons". The author believes that using images will create an interesting learning environment, where students will be motivated to participate in speaking activities in English lessons.

3. Methods

3.1. The retrospective study: Find, collect, classify and analyze documents and research works of domestic and foreign authors to study theoretical issues on improving speaking skills for students through the use of images, thereby

providing a theoretical system of the topic. Historical analysis - 'logic to summarize historical documents in research on improving speaking skills through the use of images, systematizing viewpoints related to English speaking skills and improving English speaking ability for learners'.

3.2. 'Theoretical generalization: Identify a system of concepts and viewpoints, build a theoretical framework, and methodological guidelines related to improving English speaking ability'.

3.3. Investigation method

Design a survey to investigate students; 'The purpose of this is to find out the current status of students' awareness of improving speaking skills for students at Tan Trao University through the use of images' and also clarify the current status of English speaking skills learning of students at Tan Trao University.

3.4 Direct interview method

Conduct direct exchanges with colleagues who are teaching at the Foreign Language Department of the Faculty of Basic Sciences, Tan Trao University, to find out about the awareness of lecturers in using methods to improve English speaking skills for students at Tan Trao University through the use of images.

3.5. Pedagogical observation method

Observe lectures, especially English speaking lessons in other classes to observe and learn about the current status of teaching English speaking in non-specialized regular university classes, Tan Trao University.

4. Results

4.1. The role of images in English teaching and learning

Using images can help motivate students to learn, images are vivid descriptions and convenient non-verbal means to guide students

through language as quickly as possible, this is the best way to improve students' ability and concentrate on the lessons. Beautiful and vivid images can maintain learners' interesting breakthroughs throughout all the lesson. We are a bridge between the language context and the real world outside, helping learners have the most comprehensive and complete overview of a certain thing or phenomenon, which is often more effective than explanation. Love through language.

4.2. Steps for teaching speaking skills with using images

- + Image selection
- + Innovate image transmission methods.
- + Manage time well while using images to teach speaking skills
- + Diversify activities using images in speaking lessons
- + Using images in teaching English-speaking skill with stages: Guess my speaking topic, describe Around.

4.3. Some general issues about methods of teaching English speaking skills to students at Tan Trao University through the use of images

Practicing speaking is a very important and necessary activity, but students often skip this activity. English speaking skill must always be placed in daily communication activities and speaking practice must be done seriously and regularly, which is the key factor to help improve each student's language skills. During speaking practice, teachers can use visual images to improve students' speaking ability. Looking at photos also helps the speaker remember information quickly and present the presentation order effectively, making the presentation of the problem easier and clearer. In addition, practicing will help the speaker realize his or her difficulties and limitations while speaking. Accordingly,

the best way is for each student to record their speaking practice process, review it themselves to learn from their experience, and ask others for feedback.

When conducting practical teaching with a certain skill such as English-speaking skill, teachers often start to understand the difficulties students often encounter such as: lack of confidence, lack of vocabulary or lack of vocabulary. ideas... and come from topics in textbooks... rich in content, close to everyday reality, easy to relate to, writers can choose situations and exercises to improve skills. Speak English appropriately in sentences or paragraphs according to the images provided; or tell stories based on visual images, practice conversations based on visual images, speak according to mind maps... All of the above activities are aimed at improving learners' English-speaking ability. In which, improving students' English-speaking ability through the use of images is also a method with many advantages to support practice to improve students' English speaking ability.

- + Images convey messages quickly. Our brains "capture" visual content in seconds. In case the content is presented in text form, it will take you time to read.

- + Images stimulate learners' curiosity. Visual images will attract any learner's interest in new things.

- + Images evoke emotions. The right part of the brain will process visual data, which is related to imagination, intuition and feeling.

- + Images are more deeply engraved in the mind. Visual memories will be remembered longer than purely linguistic information.

- + Images are highly entertaining. They force learners to imagine and interact with the lesson topic.

As the theory of human cognition: “from vivid visualization to abstract thinking” (according to psychology books), linguists have applied and created different methods to help people learning to acquire a new language more easily, including the method of using visual images - that is the method of using images to support learners in directly perceiving and acquiring a new language visually. Illustrations help students form concepts based on direct observation of images. That is a support to help students understand the nature of concepts, a means to help them receive information quickly, form ideas, and develop language .

Therefore, the method of improving English speaking skills for students through using images is a method of using images to illustrate the content that the speaker presents, clarifying ideas during narration, presence. of these images will help the speaker stimulate perception, be proactive in forming ideas, and at the same time help listeners more easily grasp information through the harmonious combination of words and illustrations.

Besides, beautiful images not only help teachers be flexible in lessons but also create excitement in learning to help students grasp words quickly. Currently, the improvement of textbooks with beautiful, clear illustrations suitable for each lesson content has partly met the requirements of the country's education system. However, the ability to use visual images in textbooks as a teaching tool still has many limitations (the size of the visual image is very small or the image is blurry, causing students to lose interest), so we would like to explore to fully exploit the effects of this method, many teachers have to enlarge visual images, print them in color , or collect them from newspapers, magazines, even on the internet... visual images that match the lesson content. to use in your lessons.

4.4. The current status of teaching and learning speaking skills of teachers and non-major freshmen at Tan Trao University through using of images

4.4.1. In teaching speaking skills”

For each English-speaking lesson, we can use appropriate images in the following steps:

- Play a game of matching visual images with words to stimulate students' learning spirit (pre-speaking). This activity is called (warm up).
- Use visual images to teach vocabulary before starting a new topic.
- Students begin to practice using structure and speaking using visual images.

However, depending on each lesson, we apply different methods of teaching and learning speaking. Basically, during speaking practice, students must follow the procedures below :

Pre-Speaking:

- Introduce the topic of the talk by asking some questions (Who, What. Where, How, why) or show a video and then ask and answer with the content in the video, or show visual images. with the word.....

- Introduce new language knowledge if any or review previously learned knowledge to help students flex their language while practicing speaking.

Practice controlled speaking (While-Speaking)

- Students rely on visual images or suggested sentence patterns to practice speaking:

- Students practice speaking individually, in pairs, or in groups under the teacher's control.

- Introduce the topic of the talk by asking some questions (Who, What. Where, How, why) or show a video and then ask and answer with the content in the video, or show visual images with the word....

- Introduce new language knowledge if any or review previously learned knowledge to help students flex their language while practicing speaking.

Post-Speaking

- Call on a few pairs of students to practice speaking: Ask and speak using visual images

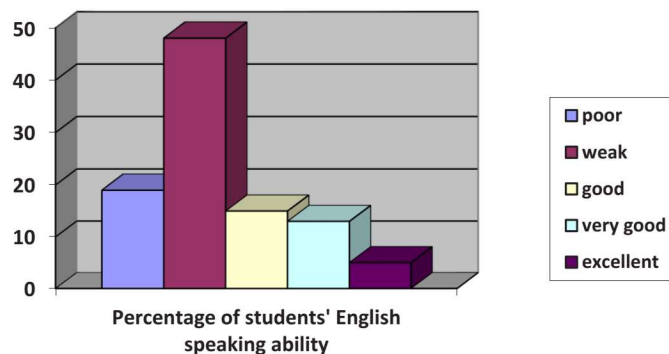
- Students apply language knowledge to practice.

The teacher asks students to practice saying the new sentences they have just learned with the images provided by the teacher without the teacher's support.

The activities in this section are often games, role-plays, or individual activities. In this part, you can use additional grammar or vocabulary that you know to improve your speaking skills. Teachers provide support when students need it.

4.4.2. In learning speaking skill

The student survey results show that students' English proficiency is uneven, students encounter many difficulties while learning to speak such as: not practicing speaking skills regularly, not having many opportunities to practice. speaking in class, lack of vocabulary, lack of confidence, lack of flexibility in using grammar... and lack of ideas. According to survey results on English speaking ability, 19% of students admit they cannot speak English, and 48% of students rate their speaking skills as limited. 15% of students rated their speaking ability as Average . Only 18% of students admitted to having the ability to speak English fluently at a good level or better (According to chart below).



Although, Students have full textbooks and reference materials when participating this subject; The textbook being used in teaching and learning is SpeakOut 2nd Edition Pre-intermediate. This is a comprehensive English curriculum published by PEARSON Publishing House, designed based on modern educational methods in accordance with current educational criteria, logical layout, beautiful presentation, text and images. Sharp and vivid illustrations, the content of the lessons is close to reality” ... In particular, there is a very rich and diverse system of exercises, and there are supporting documents for teaching : (Tests for each Unit, midterm and final tests, tape script & audio listening, diverse pronunciation sections, support for teachers and learners to create accounts and access the website on the publisher's system,

to assign or complete assignments, or search and read reference materials) to meet the diverse needs of learners.

4.5. The status of teachers' awareness of improving students' speaking skills through the use of images nowadays

Improving students' English-speaking skills through the use of images is not a new method, but it has many favorable conditions. However, how to use visual images to make a speaking lesson effective is what deserves the most attention. On the other hand, due to many different reasons, some teachers rarely use visual images while teaching speaking, because they are afraid to find images online due to very personal reasons such as technology limitations. Information , others seem confused or shy in conveying the content of

visual images while teaching English speaking. This leads to students' weak absorption and limited ability to apply content from the picture to exchange information in English. This fact was clarified through the tests before and after the experimental teaching.

Through the actual teaching of non-major English classes at Tan Trao University, the writer also recognized that the problem needs to be resolved here is that most non-major freshmen have many difficulties in lacking experience in producing words and specific situations has not yet been translated into action. Therefore, the writer realized that there are two ways to form speech: Automation (from conscious freedom) and Imitation (conscious freedom). So here the problem has been found to form speech for second-year non-major freshmen at Tan Trao University in English speaking classes following the path of "imitation" speech formation, that is, the writer will use visual images to form words

4.6. The status of students' awareness of improving students' speaking skills through the use of images currently

Like an inquisitive nature, learning new things is very often. They always want to explore the world around. So most foreign language students

that like their teachers to use vivid visual images in lessons, but any teaching method has certain advantages and disadvantages. To achieve the best results, it depends on the subject. The application and content of the lesson as well as the times and activities are the teaching skills and experience of each teacher in class.

The success in choosing a teaching method suitable to the reality of the speaking classroom as well as organizing activities while teaching in accordance with the method, thus will bring good results in the lesson and it will be a great opportunity for students to practice their speaking skills.

Most students choose the option that using beautiful pictures and images will bring higher learning efficiency, instead of just whiteboards and chalk as a traditional method, these beautiful, colorful images to close to reality, students are provided with necessary information related to the real context, they can be given suggested ideas through images, they can freely express themselves. this will help learners be active, thereby bringing greater efficiency to classes with a different usual organization.

4.7. Experimental results

Compare comparison results:

Table 1: There is no difference in students' perceptions based on the scores before & after experimental teaching of students in group 01 - The group does not use images to improve students' speaking skills in real teaching lessons experience.

Mean Score of student	Df	Computed t - value	P - value	VI	Description
Pre – test: 5.77 Post – test : 5.05	39	-1.71	0.095	Accept Ho	No significant

This table shows that the cognitive abilities of students before the experiment and after the experiment in group 01- The group did not use images to improve speaking skills for students at Tan Trao University in Experimental teaching activities, measured by the test scores before and after experimental teaching of group 01 - The group does not use images in teaching speaking skills to students. With the result of calculating p value = 0.095 > 0.05, (Larger than the acceptable error value of 5%) Therefore, it can be affirmed that the null hypothesis it means that the cognitive ability of students in the group that does not use images in teaching speaking skills to improve speaking skills for students at Tan Trao University is unchanged.

Table 2: There is no big difference in students’ perceptions based on the scores before & after experimental teaching of students in group 02 (multi-level university class 5 - Group uses images to improve students’ speaking skills Tan Trao University in experimental teaching

Mean Score of student	Df	Computed t2 - value	P - value	VI	Description
Pre – test: 4.55 Post – test : 4.87	37	-3.39	0.002	Reject Ho	Significant

Table 2 shows the cognitive abilities of students before the experiment and after the experiment in group 02 - The group uses images to improve speaking skills for students at Tan Trao University in teaching based on the test scores. test before and after experimental teaching with the result of p value = 0.002 < 0.05, (Smaller than the acceptable error value of 5%) Therefore, it cannot be affirmed that the null hypothesis. That also means the cognitive ability of students in group 02 - (experimental group) The group using images to improve speaking ability for students at Tan Trao University in teaching has changed. increased much compared to the control class that did not use images in teaching speaking skills.

5. Conclusion and Discussion

Based on experimental result above of research on improving speaking skill for non-English major freshmen at tan trao university through using images, the author has found that there is a big difference in students’ cognitive ability between the control group and the experimental group. Using images to improve speaking skills for first-year students is completely acceptable. That also means that the cognitive ability of students in the group using images in teaching has a big change and a clear increase. this method to be very positive and has achieved good results. The project has produced a measure to improve English speaking skills for Tan Trao university’s students through using images . To once again prove the applicability of the proposed solutions, the project conducted experiments on two groups. Experimental results show that there is a positive change and improvement in all evaluation

criteria that the project has identified. In particular, there is a big difference in students’ recognition of formulas between students in the demonstration group and students in the group based on scores before and after teaching practice. Experimental results calculated using Minitab software have meaningful equipment statistics , confirming the reliability and validity of the experiment; confirms the experiment is on the right track and has valuable applications. However, this study is limited that it only focuses on non-major freshmen. I will study this on second- and third-year students in the future.

Recommendation

For teachers/ lecturers

Teachers are the most accurate assessors of their students’ level while teaching at schools/ universities, so they should choose suitable images with subtitle or without subtitle depending on the student’s cognitive level (good, excellent or average...) to improve students’ speaking skills. Find more activities using images to enrich speaking lesson.

In addition, teachers need to expand themselves with the teaching methods for English speaking skill and complement other skills to search and select images suitable for lesson content and use information technology fluently.

In the speakout curriculum, lectures can apply images in teaching English-speaking skills in the following lessons:

- Unit 1: Life. Lesson 1.1. Feeling good. Speaking (holidays and weekend)
- Unit 2: Work. Lesson 2.2. A risky business– Speaking (a dangerous job)

- Unit 2: Work. Lesson 2.3. I like working outside – Speaking (a perfect job)

- Unit 3: Time out. Lesson 3.1 Free in NYC – Speaking (Talk about your future plans).

For students

- Don't be afraid to make mistakes while taking part in your lessons, try to use more English in the classroom and outside class , practising more speaking at home with some images from teachers then send them feedback with a video presentation based on images.

- Practice speaking skill at home regularly and constantly look for opportunities to improve out your spoken English by chatting, making video calls with foreign students .

For administrators

They need to have more encouraging solutions in creating conditions for teachers/lecturers to make their own teaching aids. Evaluating teachers' detailed teaching evaluation expressions also requires more attention to exploiting and using effective charts for teaching during lessons. If so, the lesson will always be fresh . Teachers and learners participate in the process of imparting and understanding in a creative and easy to understand way, without a heavy and confusing foundation in the transmission system.

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