ROLE OF VISUAL LITERACY IN LANGUAGE ACQUISITION

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ABSTRACT

Visual literacy significantly contributes to language acquisition by enhancing learners' understanding and retention of linguistic concepts. This article is devoted to highlighting the importance of visual aids in language learning across various educational contexts. Through an extensive literature review, it examines how visual literacy influences language acquisition, elucidating effective strategies for integrating visual elements into language teaching methodologies.

Keywords: *language acquisition, visual literacy, language concepts, components of visual literacy.*

TILNI O'ZLASHTIRISHDA VIZUAL SAVODXONLIKNING ROLI

ANNOTATSIYA

Vizual savodxonlik o'quvchilarning lingvistik tushunchalarni anglash va saqlashni rivojlantirish orqali tilni o'zlashtirishga sezilarli hissa qo'shadi. Ushbu maqola turli xil ta'lim sharoitlarida til o'rganishda ko'rgazmali qurollarning ahamiyati to'g'risida so'z boradi. Keng qamrovli adabiyotlarni ko'rib chiqish orqali vizual savodxonlik tilni o'zlashtirishga qanday ta'sir qilishini o'rganiladi, vizual elementlarni til o'qitish metodologiyasiga integratsiyalashning samarali strategiyasini ochib beradi.

Kalit so'zlar: *tilni o'rganish, vizual savodxonlik, til tushunchalari, vizual savodxonlikning tarkibiy qismlari.*

РОЛЬ ВИЗУАЛЬНОЙ ГРАМОТНОСТИ В ОВЛАДЕНИИ ЯЗЫКОМ

АННОТАЦИЯ

Визуальная грамотность вносит значительный вклад в овладение языком, улучшая понимание и закрепление лингвистических концепций учащимися. Эта статья посвящена освещению важности визуальных средств в изучении языка в различных образовательных контекстах. На основе обширного обзора литературы в нем рассматривается, как визуальная грамотность влияет на овладение языком, и разъясняются эффективные стратегии интеграции визуальных элементов в методики преподавания языка.

Ключевые слова: овладение языком, визуальная грамотность, языковые концепции, компоненты визуальной грамотности.

INTRODUCTION

Language acquisition is a multifaceted process encompassing the acquisition of linguistic structures, vocabulary, and communicative skills. It represents a complex interplay of cognitive, linguistic, and socio-cultural factors, wherein learners navigate through various stages to attain proficiency in a new language. In recent years, the role of visual literacy in facilitating language acquisition has gained significant attention. Visual literacy, defined as the ability to interpret and create visual messages, has emerged as an invaluable asset in language education. By harnessing visual stimuli, teachers can provide learners with additional tools to enhance their comprehension and retention of language concepts. Several researchers had tried to describe what visual literacy is. Nonetheless, they have different perspectives on the term (Avgerinou & Ericson, 1997; Messaris & Moriaty, 2005). Debes was a pioneer in raising the issue of visual literacy, defining it as 'a set of competences owned by a person to discriminate and interpret the visible actions, objects, and symbols, natural or man-made, that he encounters in his environment, and to apply the competences to communicate with others and to appreciate visual texts' (Arizpe & Styles, 2003, p. 39-40). The National Conference on Visual Literacy defines visual literacy as follows:

➕   "a set of vision-competency skills that a person can develop by observing and integrating other senses. The development of these talents is fundamental to human learning. When developed, they allow a visually literate person to distinguish and comprehend observable behaviors, objects, and symbols, natural or man-made, in his environment. they can communicate with others by creatively applying these skills. They will be able to appreciate visual communication masterworks by creatively applying these talents".

METHODS

While conducting this research qualitative and secondary data analysis methods were employed to investigate efficiency of developing visual literacy among language learners in improving language acquisition. So, according to Brown and Harmer (2007), teaching English involves a variety of areas that can be broadly categorized into four skills: speaking, writing, listening, and reading). In the future, "viewing skills" can be added in consideration of visual literacy. The following other areas receive a lot of attention: grammar, pronunciation, vocabulary, and culture. To guarantee the effectiveness of teaching English language, a number of criteria, including first language acquisition, age, human learning, styles and tactics, personality traits, and sociocultural context, were researched. Furthermore, methods and approaches for teaching English continue to evolve, moving from the grammar-translation method to the post-method age (Brown, 2007) in an effort to identify the most effective technique. Pre-teaching, while-teaching, and post-teaching are the three stages that make up the fundamentals of the English teaching and learning process. Six steps were identified by Snow (2007) as part of the teaching and learning process: opening, warm-up, main tasks, optional activities, backup (or spare-tire) activity, and close. The primary goal of the previewing stage is to give a general overview of the lesson that will be taught. It can be given either before or after warm-up exercises. Typically, the purpose of the warm-up exercises is to get students ready for the lesson that will introduce them to the material they will be studying. The primary exercises that make up the lesson plan for the day come next. If there is still time after completing the primary activities, the optional ones can be completed. On the other hand, optional activities should be dropped if the main tasks occupied the entire time. Reserve actions are incidental. This is merely a safety precaution for the teacher in case something unexpected occurs in the classroom. The closing exercises function as a brief summary of the lesson, a reminder for the next meeting, or a task to be completed at home. Components of visual literacy, such as comic books, picture books, movies, TV shows, dramas, animated graphics, flowcharts, Venn diagrams (Stokes, 2002), and other images, can be incorporated into one or more of the mentioned teaching and learning processes. The illustration below shows how the integration of the virtual literacy components occurs in the context of teaching English as a foreign language. Visually literate teachers should use images to teach the primary English language skills of listening, speaking, reading, and writing, as well as the English language sub-skills of vocabulary, grammar, and pronunciation. Visually literate teachers may select or create appropriate images and utilize them to teach English language abilities and sub-skills because they understand the ideational, interpersonal, and textual meanings of images

of various types: representational, analytical, and arbitrary. In this context, the term "integration" refers to the use of words and visuals to instruct. Studies have consistently shown that teaching with words and visuals produces greater results than educating with words or visuals only. Even though students who are completely focused on content during their studies find visual images distracting, visual images have been shown to serve several functions in teaching and learning, including directing attention, awakening appropriate prior knowledge, managing mental load, building mental models, transferring new skills, and optimizing motivation. Ultimately, incorporating a visual literacy element will help teachers support pupils in acquiring the necessary skills for learning English. Visual aids can improve students' knowledge of the material they learn.

RESULTS

Visual aids, ranging from static images and videos to interactive graphic organizers, play a crucial role in shaping language acquisition outcomes. It is evident that integrating visual elements into language instruction enhances learners' engagement, facilitates comprehension, and promotes the retention of linguistic content. Visual literacy not only aids in decoding language structures but also fosters critical thinking skills by encouraging learners to analyze and interpret visual information. Furthermore, the incorporation of visual stimuli promotes cross-cultural understanding, enriching the language learning experience and fostering appreciation for diverse linguistic and cultural perspectives.

DISCUSSION

The integration of visual literacy into language instruction offers numerous benefits for both educators and learners. Visual aids serve as potent tools for providing context and scaffolding, enabling students to grasp abstract language concepts more effectively. By leveraging visuals as mnemonic devices, educators can facilitate vocabulary acquisition and grammar retention. Additionally, multimedia resources enhance authenticity and cultural relevance, immersing learners in real-world language contexts and preparing them for intercultural communication. However, the effectiveness of visual stimuli is contingent upon various factors, including instructional design, learner characteristics, and task complexity. Educators must employ diverse visual strategies tailored to meet the individual needs and preferences of their students.

CONCLUSION

Visual literacy represents a cornerstone in language acquisition, offering a multifaceted approach to enhancing comprehension, and communicative competence.

The integration of visual elements into language instruction creates engaging learning environments that cater to the diverse needs and learning styles of students. Moving forward, further research is warranted to explore optimal strategies for utilizing visual aids in language teaching across different proficiency levels and linguistic contexts.

Embracing visual literacy as an integral component of language education holds promise for enhancing linguistic proficiency and fostering intercultural communication skills in learners worldwide.

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