IN THE VIEW OF THE SIXTH LANGUAGE MACRO-SKILL: VISUAL REPRESENTATION

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On the contemporary context of teaching, our aim in order to develop child’s learning is to incorporate the interest of our learners in classroom instruction. Education specialists and curriculum experts have been probing how student interest can renovate teaching strategies and lessons, and how teachers can cultivate an interest that will assist our students understand information more deeply (Cox, 2017).

The present generation of students are now fascinated with the advent of technology, that is, we are now in the Computer Age. Apropos this view, teachers should, as much as possible, be technology-savvy so that learners are exposed to the 21st century skills as well they keep their interests on the topic to be discussed.

Nowadays, learners are into the world of social media wherein they learn not only the virtual way of socialization but also the simple comprehension of the text and photographs they see on its feed. As they browse news feeds of the type of social media they are logged in, it is very evident that posts with photos attached gain more reactions than those that are merely plain texts. It can be therefore concluded that browsers who most of them are students are visual learners. It has something to do with the sixth macro-skill in learning language – visual representation.

According to the Standards for the English Language Arts, visual representation involves presenting information through still or motion pictures, either alone or accompanied by written or spoken words (1996). It is one of the language arts designated by the National Council of Teacher of English (NCTE) and the International Reading
Association (IRA). Since visual media have become more significant to human life, visually representing as well as viewing have become more vital as means of communication.

Visually representing refers to communicating through visual images. It requires the student to collect and organize information, decide on how they can deliver it to others in the best way, and produce a visual product to accomplish this communication (Roe & Ross, 2006).

Based upon research outcomes gathered by Dr. Haig Kouyoumdjian, the effective use of visuals can reduce span of time in learning, improve reading and visual comprehension, enhance retrieval of information, and increase learning retention. These outcomes consider the fact that human brain is mainly an image processor, not a word processor.

References:
