1. Información General

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2. Síntesis de la problemática

This research took place in a public school in Bogota, with 40 ninth graders. The study proposes a strategy based on principles and practices of visual literacy as a way to promote listening comprehension.

The research was carried out in a four-stage process: observing, planning, acting and reflecting. Tests, students´ artifacts and teacher`s field notes revealed significant participants´ improvements in listening comprehension.

The research paradigm selected is the qualitative one, with an action research method, and a descriptive scope. The theoretical constructs are visual literacy as a way to promote listening. Regarding the findings of this research the application showed to be effective. It demonstrated that the application of a strategy using a didactic unit based on the principles and practices of visual literacy helped students to enhance their listening skill. In this way it allowed the researcher to answer the question of how may the
principles and practices of visual literacy influence the development of listening skill in a ninth grade?

Concerning the language, students received input and had the opportunity to express themselves through the use of coding and decoding images correctly in order to communicate ideas.

JUSTIFICATION

This project aims to develop the Basic Standards that the student should achieve with the methodology proposed by means of the implementation of the Listening Process Approach using visual literacy to promote EFL listening comprehension. They should reach first a “Macro-competence” defined as a measure of cognitive, procedural and attitudinal skills that students should scope, second the communicative competences of the “Mallas curriculares” established at the School for Cycle IV, which is composed by the ninth, tenth and eleventh grades. Developing this research project learners foster listening competences.

PROBLEM

The lack of listening practices in ninth grade to promote comprehension.

General Objective

To describe the results of using principles and practices of visual literacy in the development of listening comprehension

Specific:

To identify student’s strengths and weaknesses regarding listening.
To design and apply listening comprehension Didactic Unit based on principles and
practice of visual literacy.
To describe student’s perceptions toward the development of the Didactic Unit.
To evaluate the impact of the application of a Didactic Unit as a teaching strategy on the development of listening comprehension.

3. Contenido del trabajo de grado

The present project was developed in order to find out strategies and methodologies that enhance listening skills. It proposes the principles and practices of visual literacy as a way to promote listening comprehension among EFL students.

The population of this study was selected because students were concerned about the difficulty of listening understanding.

After observing students in a systematic way over a period of time, it was noticed a lack of comprehension during the listening activities in ninth grade learners. This encouraged the researcher to look for strategies that would help them overcome their difficulties or, at least, be aware of where the problem was.

Theoretical Framework

The theoretical framework comprises: Listening as a complex process of interpretation as it is state by Rost, (2002). Listening in the foreign language process considering that the knowledge of a language is limited for beginners, therefore, it is very little what students can process automatically while they first listen to the speech as it is declared by Morley, (1999) and later corroborated by Balar, (2012). Listening Comprehension, as it was defined by Purdy, (1997) as an active and dynamic process where the listener assist, perceives interprets, recalls and answers to the needs and worries of the expressed information.
Visual Literacy, according to Debes, (1969) in his beginnings refers to visual literacy as a group of visible competences that the human being can develop through their sensory experiences.

The research contemplates the principles of visual literacy proposed by Ausburn N Ausburn (1978) who stated that an alliterate person must code and decode images and Watzman & Re, (2009) who believed that visual literacy must fulfill the function of communicating so design does.

Also, it was considered three types of visual literacy as they are images, videos and closed caption. Benavides et al., (2009) considered that an image is worth more than a thousand words, it can illustrate meaning more quickly and directly than a verbal explanation. The mixture of images and sound in videos allow students to further development of the four skills necessaries for communication and language interaction. Contreras, (2017) and closed captioning is a strong pedagogical tool which is considered to be potential for improving listening ability and reading comprehension of a second language Borras & Lafayette, (1994);

Legal framework

Referring to the legal aspects this project is done taking into consideration the article 22 from the Ley 1651 which modified Ley 115 de 1994 and describes as objective the development of the communicative skills to read, understand, write, listen and express correctly in a foreign language. Besides, the District Development Plans 2012-2016 and 2016-2019, Alcaldía Mayor De Bogotá (2016); the PEI and the Coexistence Manual of the School ALM; the CEFR (2002); the English National Program: “Colombia Very Well” and the Basic Standards of Competence in Foreign Language.
Proposal

The research proposes a design and application of a didactic unit based on principles and practices of visual literacy as a way to enhance listening comprehension.

4. Metodología

This study is an action research investigation since it seeks to establish the effect of using visual literacy in the development of listening activities, with a descriptive scope since it attempts to explore and explain the facts considering the EFL teaching-learning context. The research project is framed within the qualitative research paradigm. The chosen population were 40 students of ninth grade. Instruments as pre and post-test, surveys, teachers fieldnotes and interviews were used to collect the data. Based on the type and approach of the investigation, the study was organized following the steps proposed by Henning et al. (2009) which are observe, plan, act and reflect in four different stages.

5. Resultados

The findings of this research demonstrated that the application of the mentioned strategy using a didactic unit based on the principles and practices of visual literacy helped students to enhance their listening skill.

6. Conclusiones y recomendaciones
The first conclusion is related to students’ weaknesses and strengthens
Weaknesses: They feel aliens in the teaching process, they feel
Strengths: lie in the availability to develop every single activity that is proposed and the
The second conclusion is related to the design and application of the didactic unit based on principles and practices of visual literacy.
The use of a very organized material following the phases and strategies from different authors had a significant influence since the exercises included in the didactic unit and it`s organization allowed the learners to get involved in its development recognizing themselves as visual literate persons able to code and decode images correctly in order to interpret and communicate ideas properly.
The third conclusion is related to the perception students had towards the development of the didactic unit.
it was notorious that students perceived in a favorable way each one of the activities proposed. In this order of ideas, the principles and practices of visual literacy stands, and are corroborated by the final results, as a helpful tool to be used during the listening activities since they allow students to comprehend most of the information given.

7. Referencias bibliográficas

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_Orientaciones generales:_

El RAE constituye un resumen que facilita la consulta del documento en extenso, por lo que debe brindar la mayor cantidad de información sobre el proceso investigativo y el documento de informa elaborado y entregado, la cual es presentada de manera muy sintética.

Su elaboración debe tomar en cuenta los siguientes aspectos:
- Reflejar por completo el proceso investigativo y trabajo de grado presentado y sustentado, sin incluir anexos o agregados que no estén incluidos dentro del informe final del proceso investigativo.

- Cumplir con el límite máximo de palabras para cada uno de los apartados, redactando de manera muy sintética la información correspondiente.

- Emplear letra Arial o Times New Roman 12, color negro, espacio sencillo.

- Una vez elaborado el RAE, por parte de los estudiantes, debe ser revisado y avalado por el profesor director del trabajo de grado (asesor), antes de ser entregado al Centro de Investigaciones de la Facultad de Ciencias de la Educación.

- Entregar en formato .pdf, al Centro de Investigaciones, junto con el Trabajo de Grado (informe del proceso investigativo).