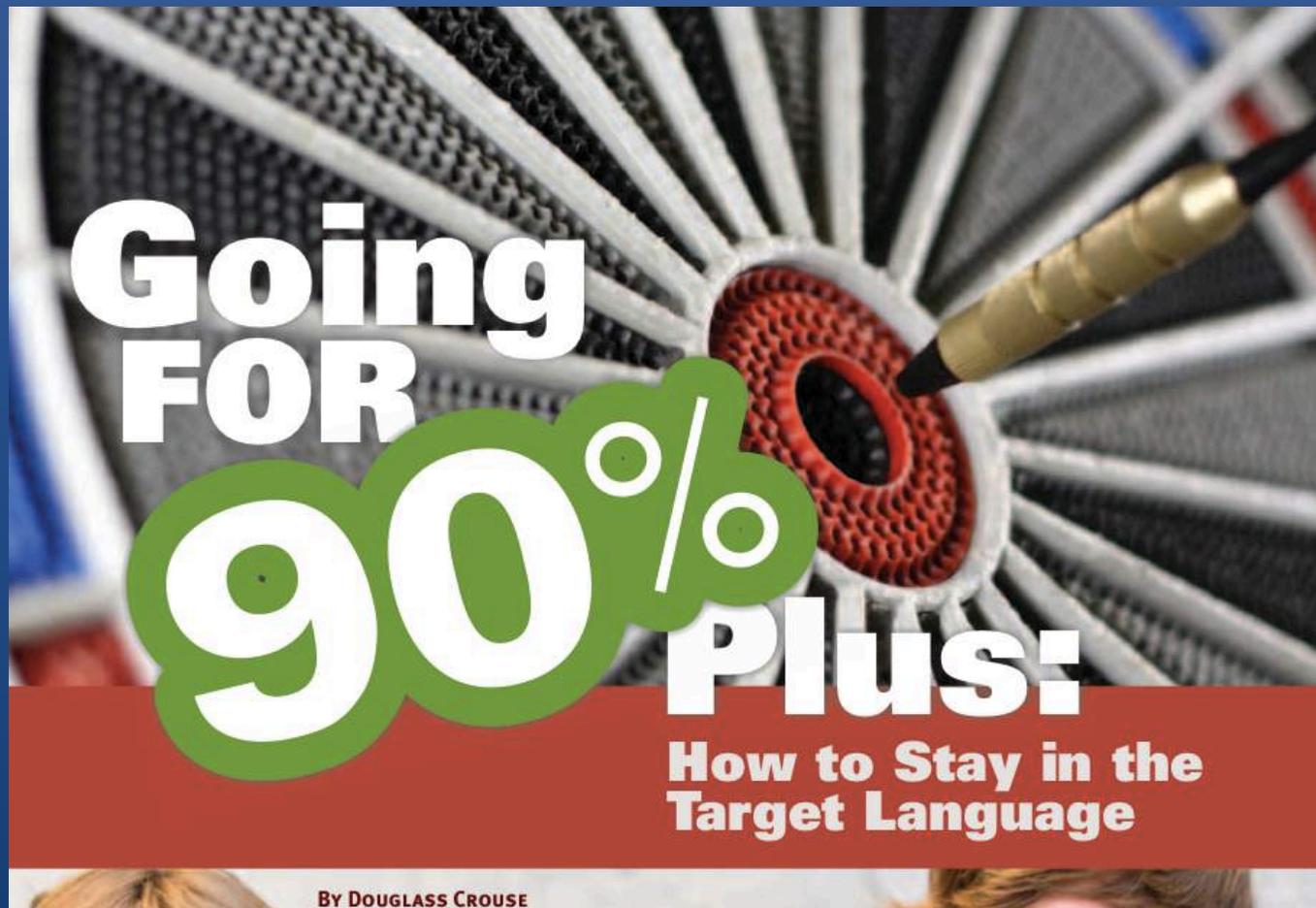


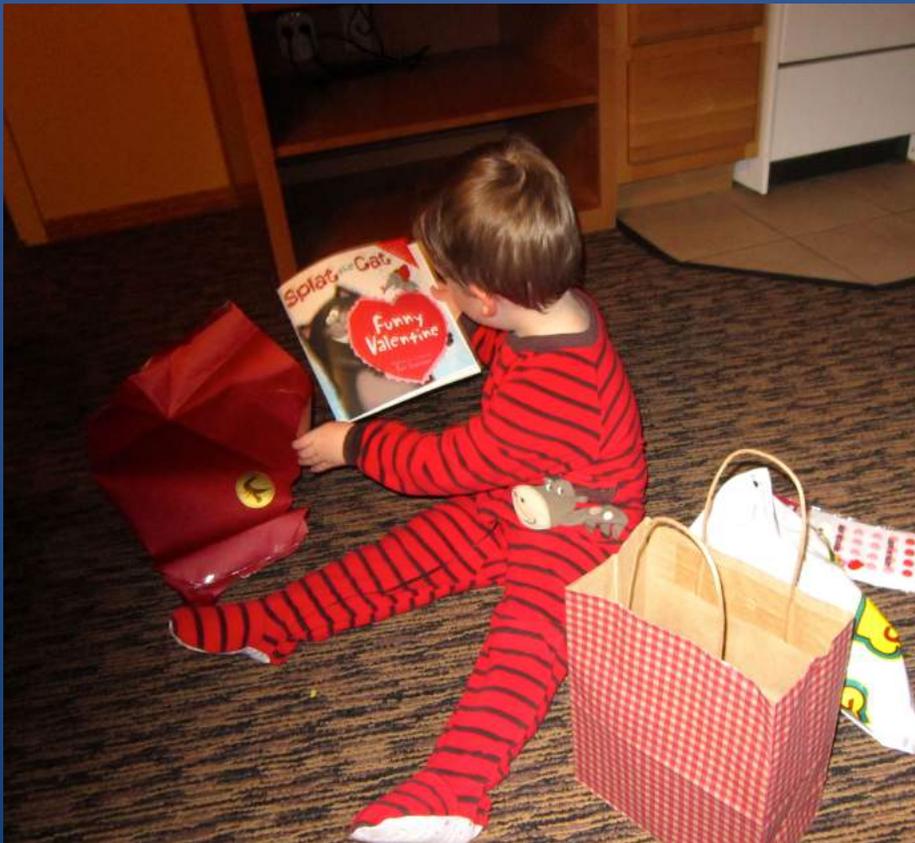
The Power of the Image



Using the target language

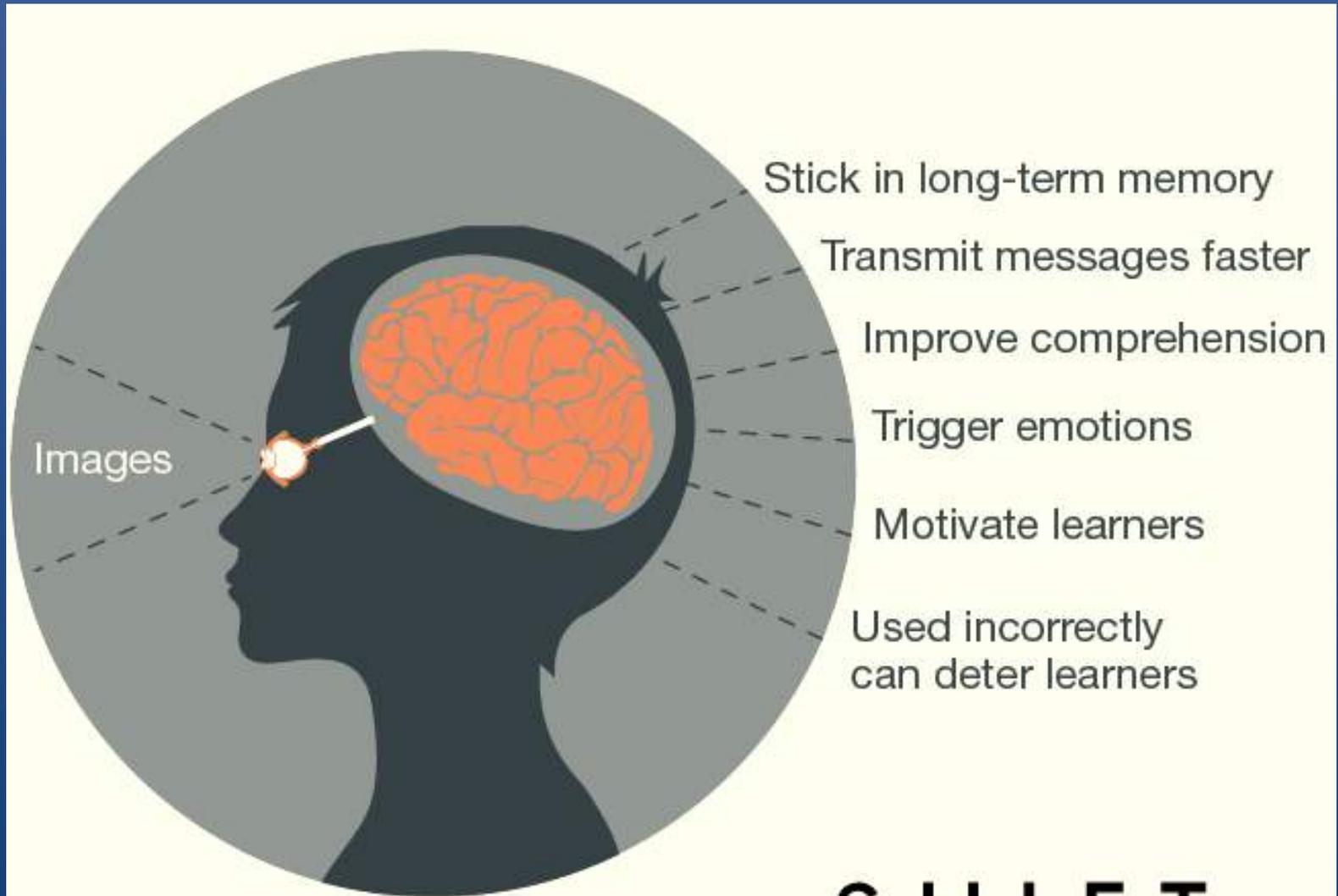


AND providing comprehensible input



What makes a book
comprehensible
to a 2-year old child
in his first
language?

VISUALS



SHIFT
DISRUPTIVE EARNING

VISUAL LITERACY

- The ability to interpret and understand visual texts, with "texts" being broadly defined as any print visual item, including artwork, picture books, advertising, web sites, or any other item that can be visually interpreted.
- “...being able to read the visual aspects of one’s surroundings. Someone who is visually literate is able to recognize the natural and manmade symbols around one and interpret their meanings in the same way as those who live in that environment would interpret them.”

---Genelle Morain

LT1 I use a variety of learning tools to help learners ACCESS language, culture and content to meet performance objectives.



- Using images to communicate meaning
- Using images as a springboard to communication

“...interpret their meanings in the same way as those who live in that environment would interpret them.”

---Genelle Morain



Barkpost.com

Images can be used to.....



- **Provoke emotion**
- Stimulate critical thinking
- Visualize vocabulary in a cultural context
- Consider cultural perspectives
- Introduce/tell stories
- Incorporate the modes of communication

21st Century Skills



“Intellect works in concert with feeling, so if I hope to open my students’ minds, I must open their emotions as well.”

Parker Palmer



Is this an interesting image? Do you want to talk about it? Why or why not?

59 Dans une station de ski (Leçon 15)

Le français vivant 1



Is this image more interesting?
Why or why not?



Which image is more interesting? Why?

59 Dans une station de ski (Leçon 15)

Le français vivant 1



What about this one?

Ouiiin! Mais que se passe-t-il?



Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

Authentic Text



written by native speakers for native speakers

- provides visual support
- is culturally rich
- provides models of correct language

Meaning bearing – a message that students want and need to understand

Images can be used to.....



- Provoke emotion
- **Stimulate critical thinking**
- Visualize vocabulary in a cultural context
- Introduce/tell stories
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- Incorporate the modes of communication

Complex Thinking — Simple Language



No soy un abrigo.



L'ACTU DU JOUR

1 jour
factu!

PLANÈTE 9 juin 2012

Le mot du jour :
cacao

Bientôt la fin du chocolat ?



Sur cette photo, tu peux voir un employé récolter les cabosses d'un cacaoyer, à Divo, en Côte d'Ivoire, en octobre 2010. C'est dans ces cabosses que l'on trouve les fèves de cacao. Et c'est à partir de ces fèves que l'on fabrique le cacao. (© AFP Photo/Sia Kambou)

Cultivate Curiosity

Have students
ask the
questions.



Move from text explicit to text implicit

Who?

Where?

If....then?

What?

Why?

Who can?

When?

Which would?

How did?



Visual Thinking Strategies

Students learn by:

- Looking carefully at works of art (*authentic images*)
- Talking about what they observe
- Backing up their ideas with evidence
- Listening to and considering the views of others
- Discussing many possible interpretations

Visual Thinking Strategies

Three key questions:

1. What is going on in this picture?
2. What do you see that makes you say that?
3. What more can we find?

Sample Can Do: I can describe people and places.



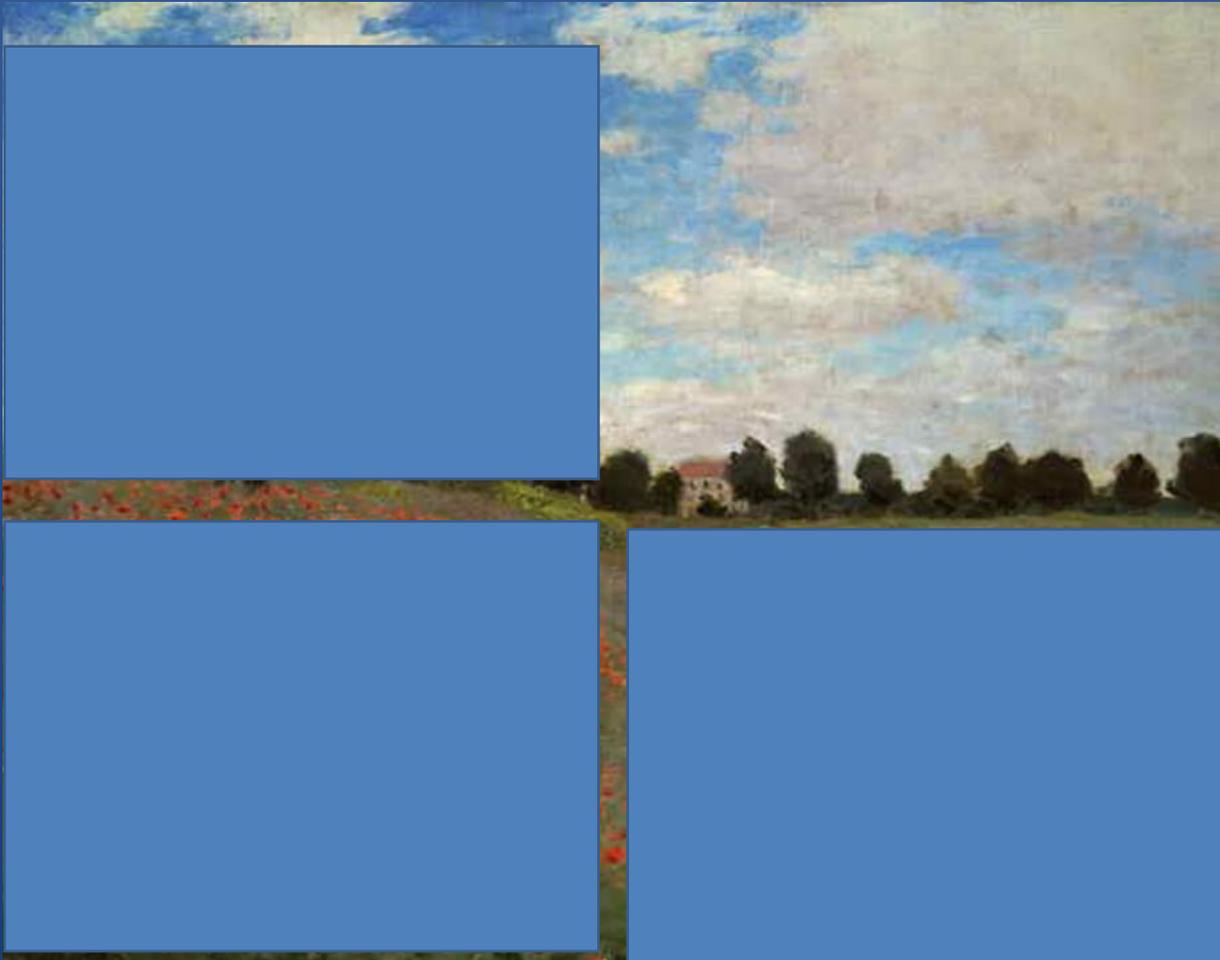
1. What is going on in this picture?
2. What do you see that makes you say that?
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Sample Can Do: I can describe people and places.



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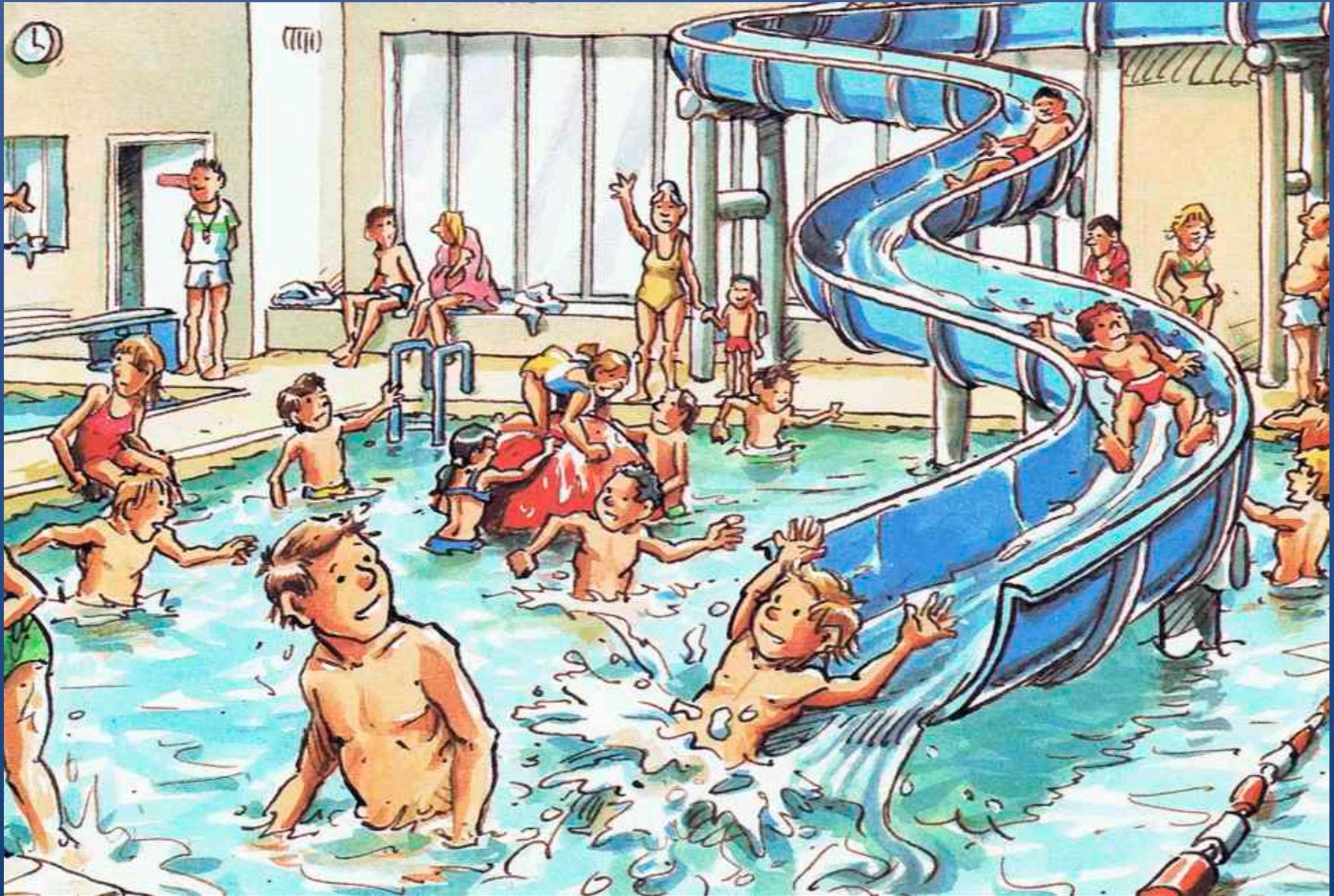
Images can be used to.....



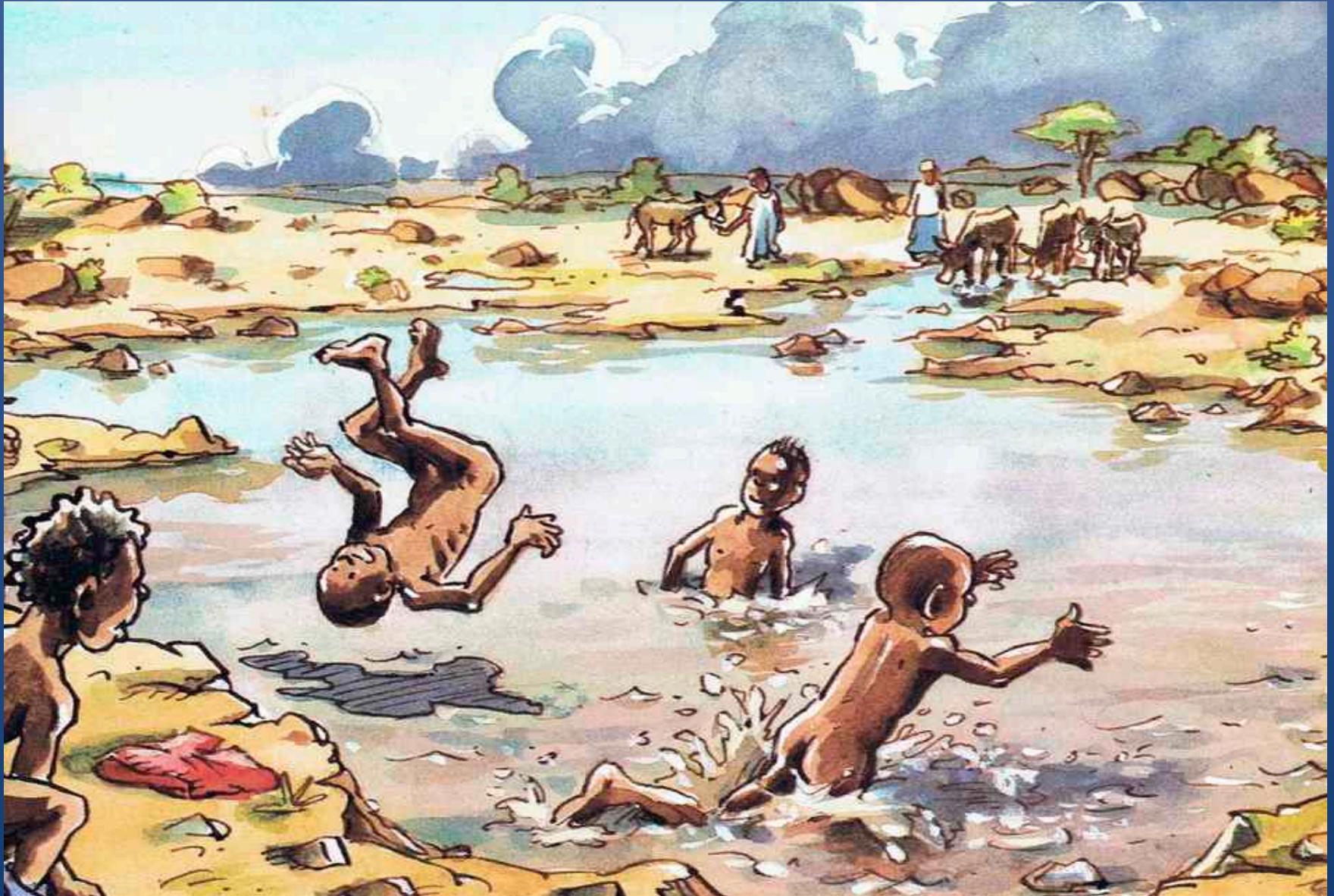
- Provoke emotion
- Stimulate critical thinking
- Visualize vocabulary in a cultural context
- Consider cultural perspectives
- Introduce/tell stories
- Incorporate the modes of communication

What is your mental image?

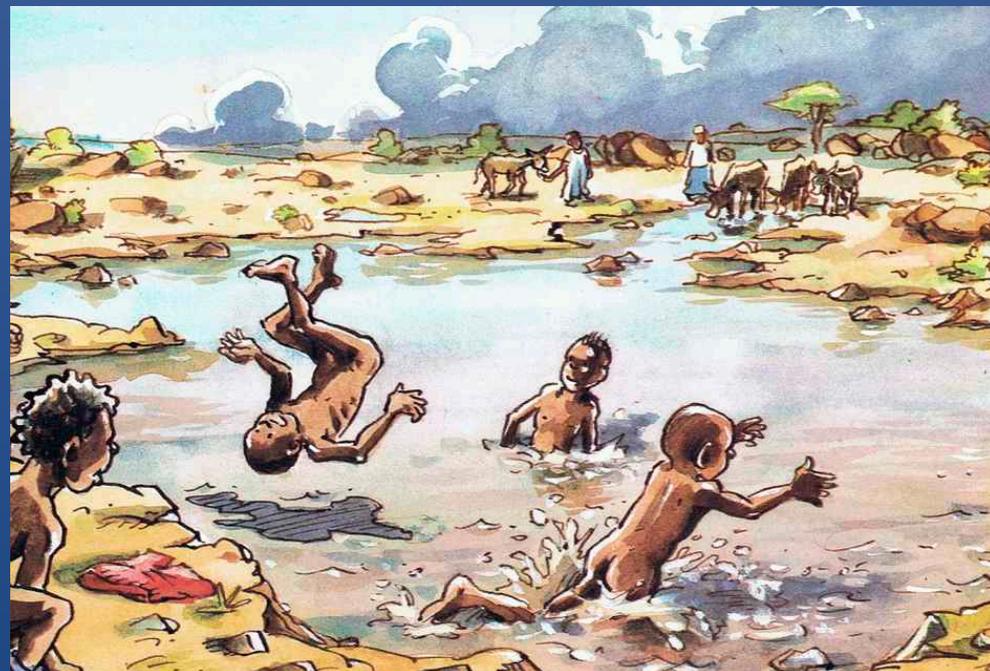
It's raining.
Let's go swimming.



A Country Far Away
Nigel Gray & ²⁸Philippe Dupasquier
ISBN 0-531-07024-7



What do these children have in common?



Sample Can Do:

I can talk about what I like/don't like to do.

Buying bread

In the mind

In context



www.suziethefoodie.com

Laura Terrill



www.marocmama.com

Getting Water

In the mind

In context



www.telegraph.co.uk



www.worldwidehelpers.org

Lead with Culture

Ready to go to the
beach for a day???

Brainstorming

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word/phrase per group until all groups are out of words. Teacher records all words on something that can be displayed.



Images can be used to.....



- Provoke emotion
- Stimulate critical thinking
- Visualize vocabulary in a cultural context
- **Consider cultural perspectives**
- Introduce/tell cultural stories
- Incorporate the modes of communication

Cultures: The Culture Triangle

Products

Practices

Perspectives

Lead with Culture Products — Practices — Perspective

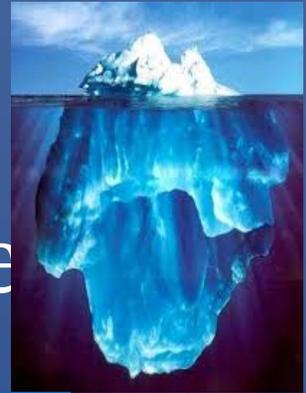




Image: www.flickr.com/photos/swperman/159582243/sizes/m/

Laura Terrill



Be aware of
stereotypes

Create a global mindset....

Rooms of the
house

school

meals

family

Breakfast or lunch?



Sample Can Do:
I can talk about what I eat.

Sample Can Do:
I can ask and answer questions about what I and others do with friends and family.



Image: www.flickr.com/photos/swperman/159582243/sizes/m/



Sample Can Do: I can describe a favorite park.

Paris



Benoit PERRIN

Images can be used to.....



- Provoke emotion
- Stimulate critical thinking
- Visualize vocabulary in a cultural context
- Consider cultural perspectives
- **Introduce/tell stories**
- Incorporate the modes of communication

Sample Can Do:

I can ask and answer questions about what I and others did on vacation.



Sample Can Do: I can describe people.



Sample Can Do: I can tell or retell a story.



El chupacabra

<http://www.princeton.edu/~accion/chupa.html>

Think like a 6th grader... What is the story?



https://www.youtube.com/watch?v=xRb7_ffl2D0

Images can be used to.....



- Provoke emotion
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- Visualize vocabulary in a cultural context
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- Introduce/tell cultural stories
- Incorporate the modes of communication

Getting the most out of an anchor text/activity



- How can you best use this text/activity to develop the **interpretive** mode?



- What **interpersonal** conversation would students be likely to have on this topic?



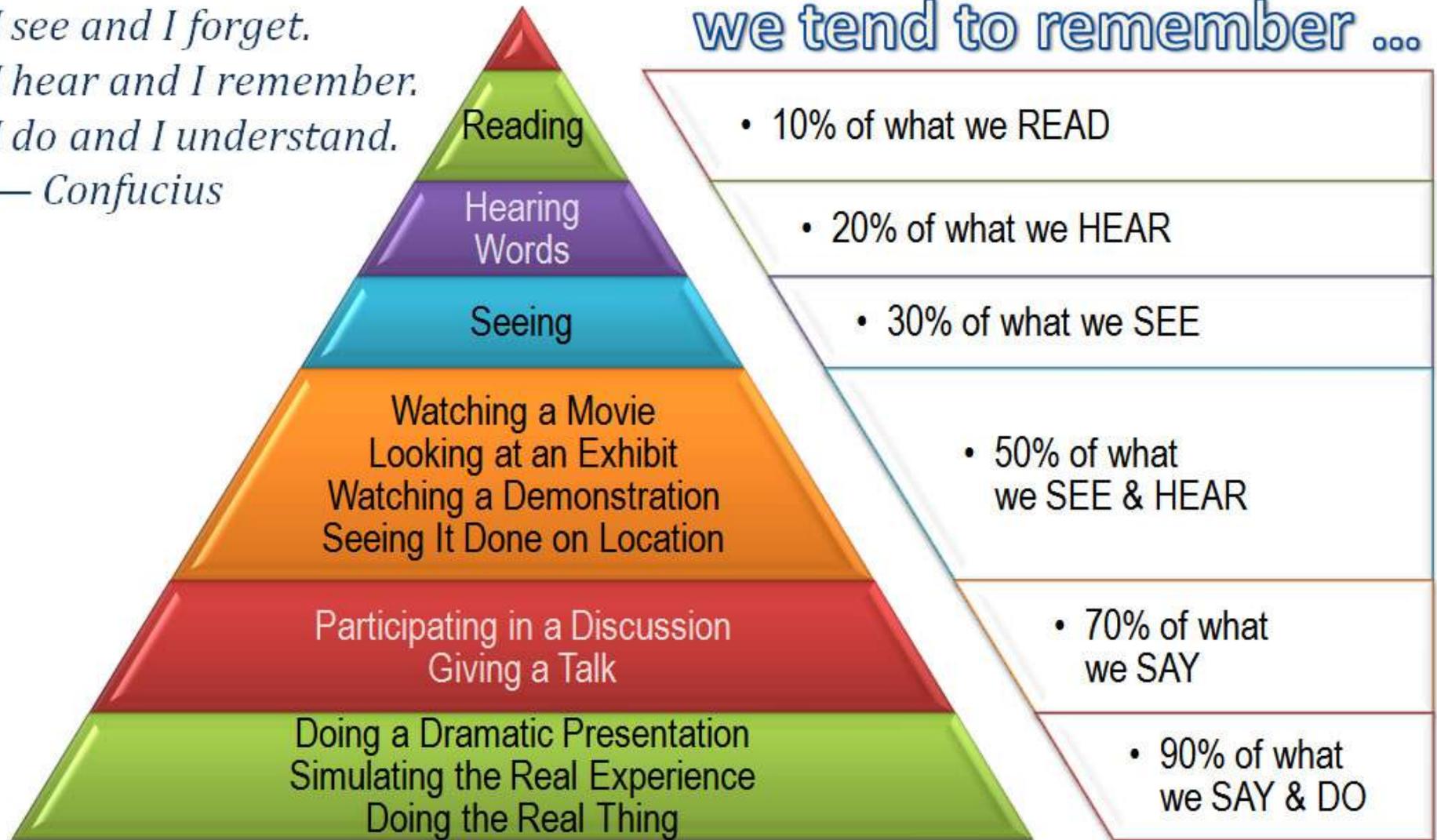
- What might students do in the **presentational** mode as a way of making learning more concrete?

The Cone of Learning

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius

After 2 weeks,

we tend to remember ...



P
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<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Interpretive Mode



1. What is going on in this picture
2. What do you see that makes you say that?
3. What more can we find?

visualthinkingstrategies.org

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.



Students write questions in target language that are answered in the text.

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

Presentational Mode



Daniel is young and he likes school a lot. He studies at night, but he does not study at home.

Imagine the conversation between the two children.





Meaning is communicated through image more readily than print, which makes visual literacy a powerful teaching tool.

Reconceptualizing Literacy, Edwards, Patricia A, Reading Today 27.6 (June-July 2010): p22

Life of Poor and Rich People

<https://www.youtube.com/watch?v=dt1EQFyA2wQ>



Thank You



Laura Terrill
lterrill@gmail.com