

LANG-Longman Primary Seminar 2009

MAKING THE MOST OF VISUALS

Tim Priesack

Bergamo 27th April 2009



V

VISUAL

SEEING



A

AUDITORY

HEARING



K

KINEASTHETIC

DOING

VAK

60% OF LEARNERS MAY BE VISUAL

MUST APPEAL TO THESE LEARNERS IN
OUR TEACHING

- Children grow up expecting world to be visual
- Information in the form of picture clues found in public places, home and on television
- Children learn there is close connection between visual information and spoken word
- Accustomed to receiving visual support with communication

BRAINSTORM!

WORK IN GROUPS

- What visual aids do you use or can be used in the language classroom?
- What makes a visual aid appropriate, effective and good?

What visual aids do you use or can be used in the language classroom?

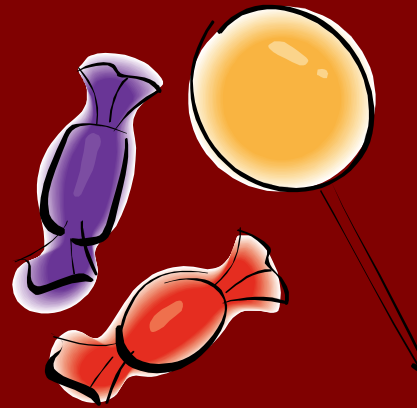
POSTERS
PICTURES
PHOTOS
FLASHCARDS
REALIA
STORY BOOKS
STORYBOARDS
CARTOON STRIPS
ILLUSTRATIONS IN THE
COURSE BOOK

DISPLAYS IN THE
CLASSROOM
CUT AND PASTE
OBJECTS
MOBILES
PICTURE DICTIONARIES
PROJECTORS
IMAGES ON INTERNET
VIDEO - DVD
GRAPHIC ORGANISERS
THE TEACHER!

What makes a visual aid appropriate, effective and good?

- Attractive and 'child friendly'
- Clear - Right size
- Displayed at child's eye level
- Changed frequently
- Children can be involved with visual teaching aid
- Focus of attention

VISUAL AIDS MUST NEVER BE JUST
EYE CANDY!



THEY MUST BE FUNCTIONAL!

FUNCTIONS OF VISUAL AIDS

- They can provide a visual link between the mother tongue and English and so provide ways around communication barriers
- They can be used to put across the meaning of vocabulary
- They can support understanding when the children are listening or reading
- They can provide a topic or visual focus to prompt speaking or writing

PRACTICAL ACTIVITIES FOR USING:-

- Flashcards
- Posters, pictures and illustrations
- Story books
- Graphic organisers

FLASH CARD FUN 1

- Get the students to repeat the words in different ways: - slowly, fast, loudly, softly, quietly, happily, sadly
- Take all the cards and flash them fast, slowly, upside down, twirl them between two hands, reveal them slowly each time eliciting from the student what the picture represents
- Show the students the cards one by one and tell them to stop when you get to a target item
- Take a card and hide the picture. The students guess which one you have. Can be done as a team game

Importance of voice

It's my birthday today!

HAPPY

ANGRY

BORED

SHY

SAD

EXCITED

TIRED

SLEEPY

AFRAID

HUNGRY

How are you?

What's the time, please?

mill – stop!
practice (ask and answer)
find a partner with same emotion

- ***what exactly is that in your hand?***
- ***It's just a toy nuclear bomb.***

HAPPY – ANGRY - BORED - SHY
SAD - EXCITED – TIRED – SLEEPY
AFRAID - HUNGRY

FLASH CARD FUN 2

- Show a card. Say *'What's this?'*. Give the card to the student who answers correctly (encourage hands up to answer).
- Once all cards have been distributed say *'Hands up if you've got.....'*, *'Show me the.....'*, *'Can I have the.....'* to get the cards back.

FLASH CARD FUN 3

- Sit the students in a circle. Show a flash card to Student 1 and say *'This is (eg, crocodile).'*
- Student 1 asks *'What is it again?'*. The teacher repeats *'It's a crocodile'* and passes the card Student 1.
- Student 1 passes the flashcard to Student 2 and says *'This is a crocodile.'*
- Student 2 asks to Student 1 *'What is it again?'*
- Student 1 asks the teacher *'What is it again?'*
- The teacher replies to Student 1 *'It's a crocodile'* and Student 1 replies to Student 2 *'It's a crocodile.'*
- This continues until the flash card has travelled right round the circle.

FLASH CARD FUN 4



FLASH CARD FUN 4



MAKING FLASH CARDS

- Down load from :-www.learnenglish.org/kids.htm
- Make them yourself - draw them, use magazine pictures, use word and clip art or copy from Internet (Google images).
- Make sure all cards are the same size and you can't see through them
- Mount on card or laminate
- Get students to make cards- one item each from a lexical set. Draw or use magazines- homework?

FLASH CARD GAMES

MEMORY

- Have picture and word card to make more linguistically challenging

BINGO

- Each student has the same lexical set of say about 12 flash cards put in an envelope.
- They randomly choose six of the 12 cards and lay them out picture up in front of them.
- The teacher then calls out one by one words from the lexical set.
- If the student has a flash card of this word they turn it over.
- The first student to turn over all six cards shouts BINGO!

Stand-up story-strip posters





CIRCLE THE CORRECT ANSWER

- Children in England wear uniforms / jeans and T-shirts to school
- Classrooms in England have a picture of the Pope / the Queen
- Children sit in rows / groups
- There is a map of Italy / England on the wall



DISCUSSION ON SCHOOL PICTURE

- How old are the children?
- What country do they come from?
- What are they wearing?
- Describe the uniform
- What can you see on the desks?
- Is this the same in Italy? What do you wear?
- What subjects do you think they study?
- What time do you think they go to/finish school?

Fill the gaps.

| | | | | | |
|--------|-----------|------------|---------|----------|-------------|
| Easter | five | 4.00p.m. | canteen | six | October |
| 9.00am | socks | July | sixteen | eleven | black white |
| eleven | September | sandwiches | uniform | trousers | |



School in England



In England there are primary schools for children from _____ to _____ years old and secondary school for children from _____ to _____ years old.

Children usually go to school all day from _____ to _____.

They stay at school for lunch. They can eat hot meals from the _____ or bring _____ from home.

Schools close for the holidays in _____, at Christmas and at _____. The summer holidays are for _____ weeks, from the middle of _____ until the beginning of _____.

Most schools have a _____ that the children must wear. The uniforms usually consist of _____ shirt, _____ jumper, black _____ or skirt and white _____.



School in Italy



In Italy there are primary schools for children from _____ to _____ years old, middle schools for children from _____ to _____ years old and high schools for girls and boys from _____ to _____ years old.

We go to school all day from _____ to _____.
We _____ for lunch. We eat _____.

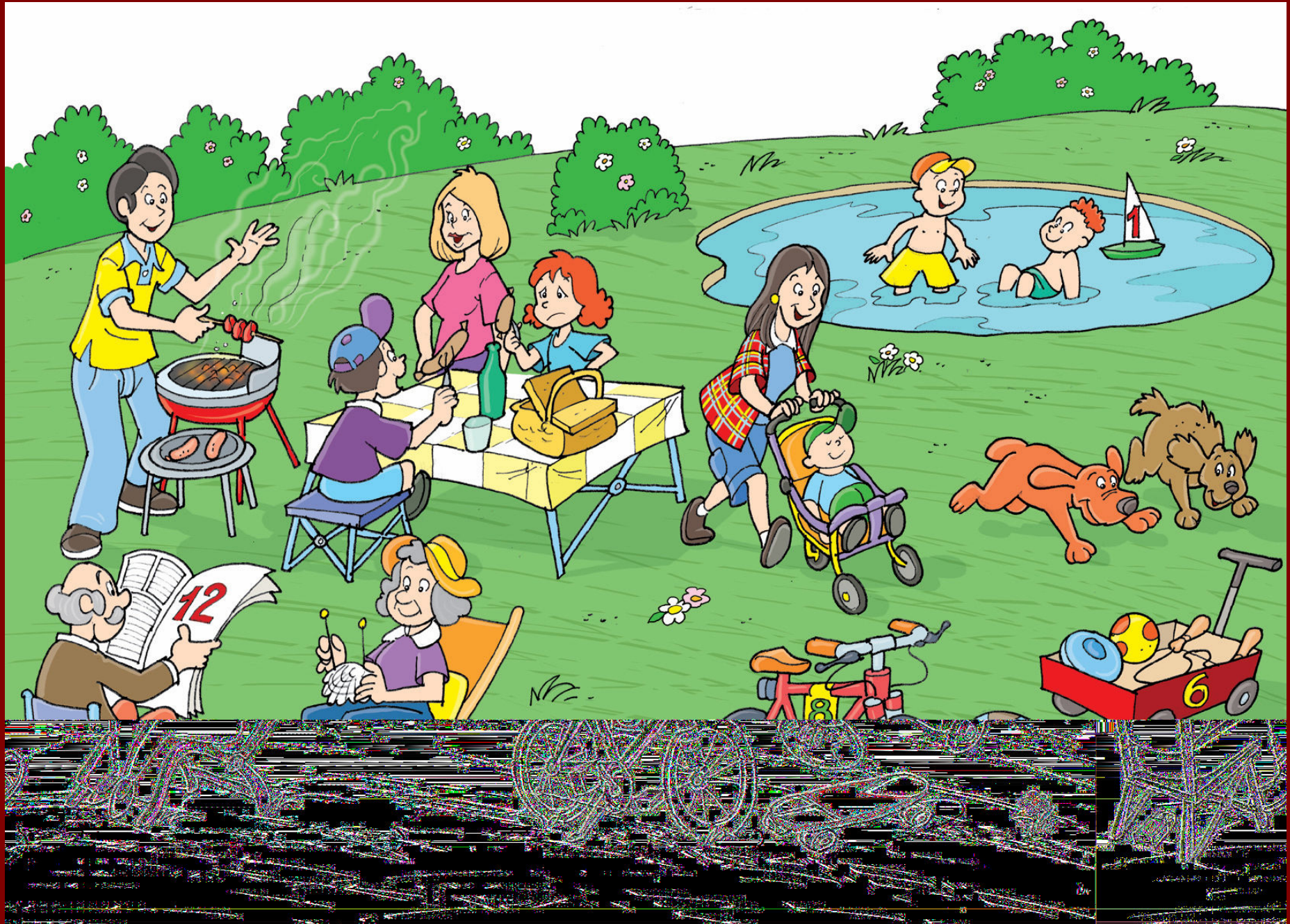
Our schools close for the holidays at Christmas and _____
The summer holidays are for _____ weeks, from the middle
of _____ to the beginning of _____.

We don't wear a uniform. For school we wear _____
_____.

BRAINSTORM!

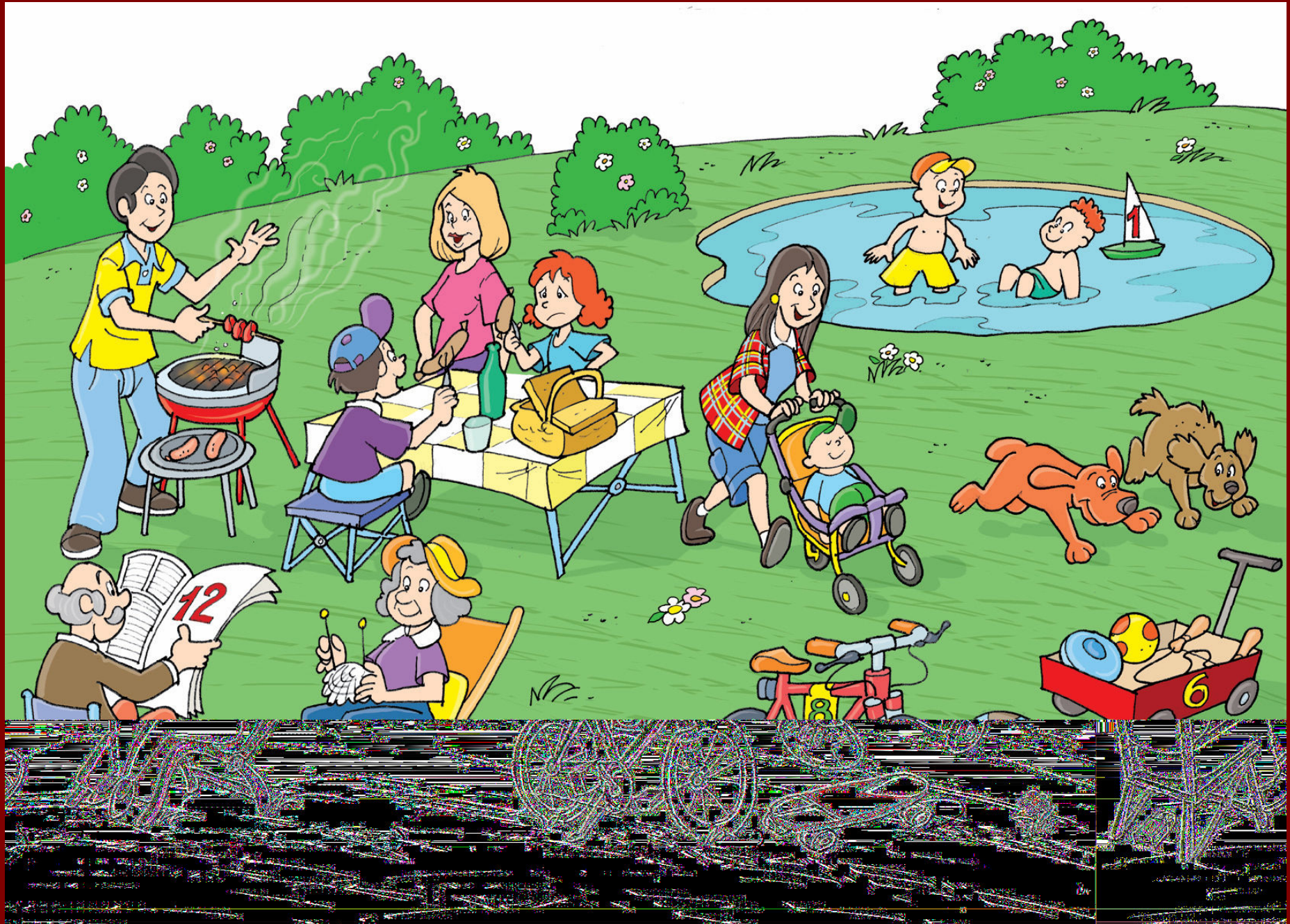
WORK IN GROUPS OR WITH A PARTNER

WHAT LANGUAGE ITEMS COULD BE PRESENTED
USING THE FOLLOWING PAGE?



WHAT CAN YOU REMEMBER FROM THE PICTURE?

- 1. What is the man cooking?
- 2. What toys can you see?
- 3. How many dogs are there?
- 4. What is the grandfather doing?
- 5. How many children are there?
- 6. What number can you see on the boat?
- 7. What is the mother wearing?
- 8. What is the baby doing?



STORYBOOKS



Storybooks for reading and listening practice

Pre - listening/reading stage

- Before the story
- Motivate to listen and focus attention on topic and vocabulary
- Activate prior knowledge - key lexis
- Make predictions about content and language

While - listening/reading stage

















- Listen to/read entire story for global meaning

Post - listening/reading stage

- Consolidate, extend and personalise language presented in story - LIBROLANG -

ROLE CARDS

- Controlled language practice - drills
- Same cards - different language exponents
- Pair activity
- Demonstrate first
- LIBROLANG

| ABILITIES | | ABILITIES | |
|--|---|--|--|
| 11 A | | 11 B | |
|  ✓ rollerskate |  ✓ swim |  ✗ rollerskate |  ✗ swim |
|  ✗ play the trumpet |  ✗ play the keyboard |  ✗ play the trumpet |  ✓ play the keyboard |
|  ✓ windsurf |  ✓ play ice hockey |  ✗ windsurf |  ✓ play ice hockey |
|  ✗ play the violin |  ✗ speak English |  ✗ play the violin |  ✓ speak English |
| ABILITIES | | ABILITIES | |
| 12 A | | 12 B | |

Graphic organisers

Visual representation of information

- Bar charts
- Pie charts
- Venn diagrams
- Mind maps

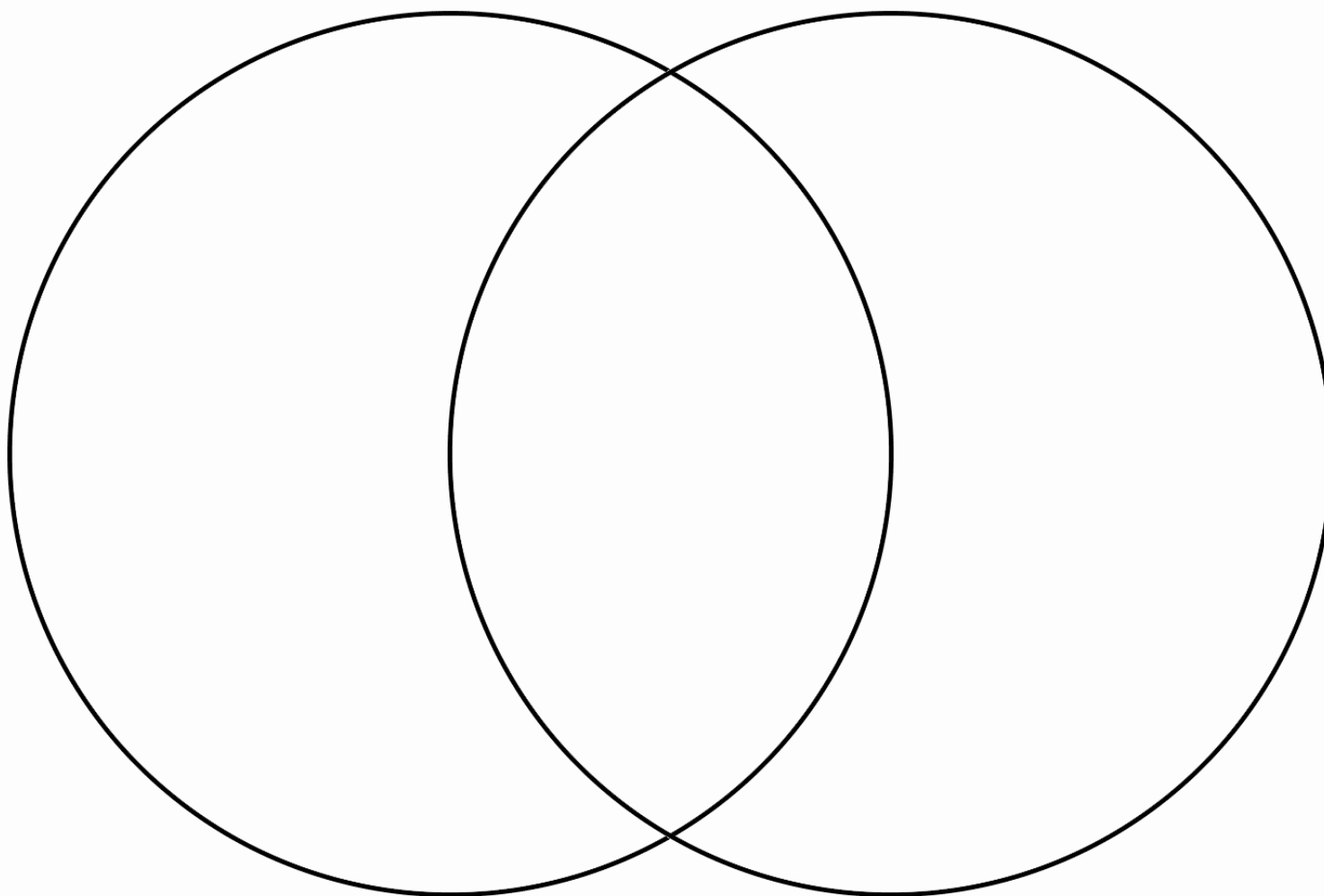
Name _____



Date _____

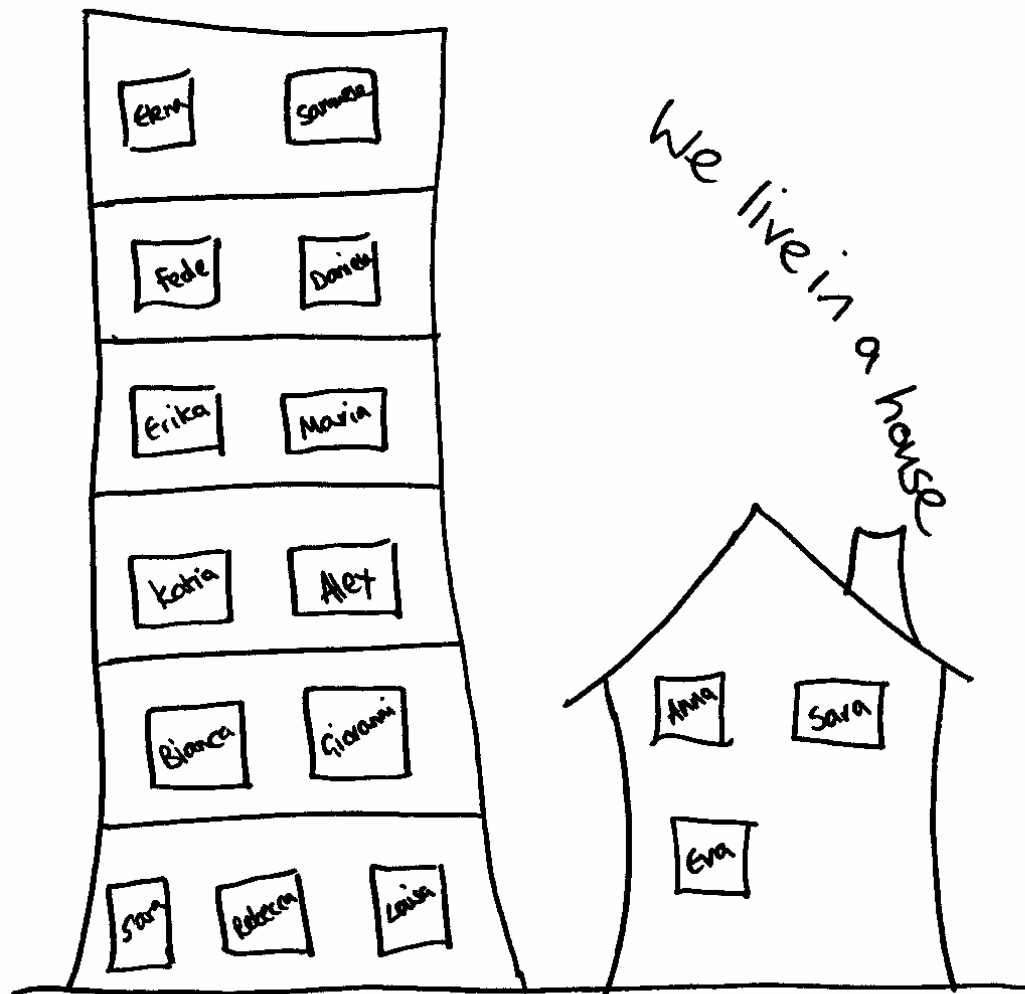
Brothers

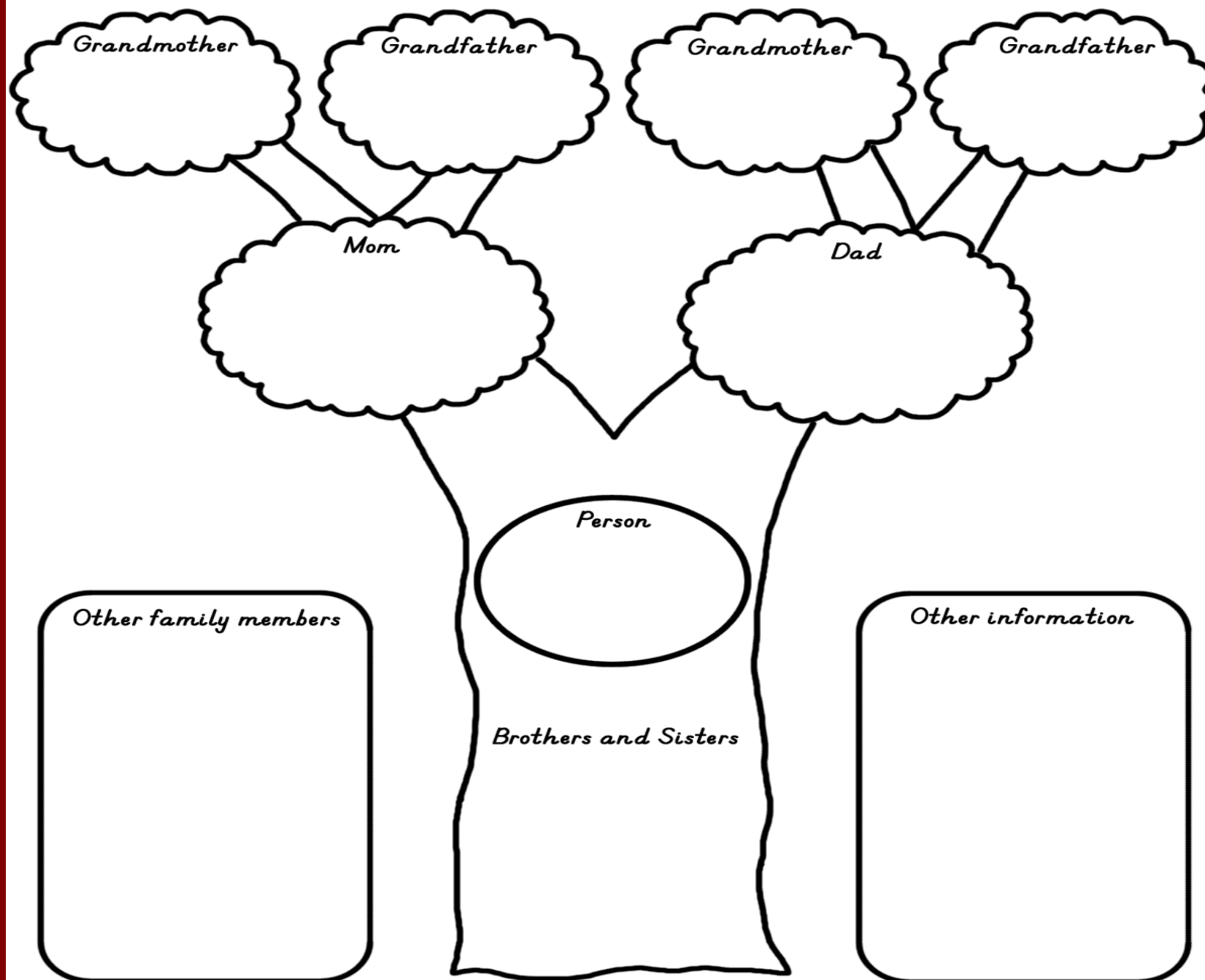
Sisters



Do you live in a house or
a flat?

We live in a flat



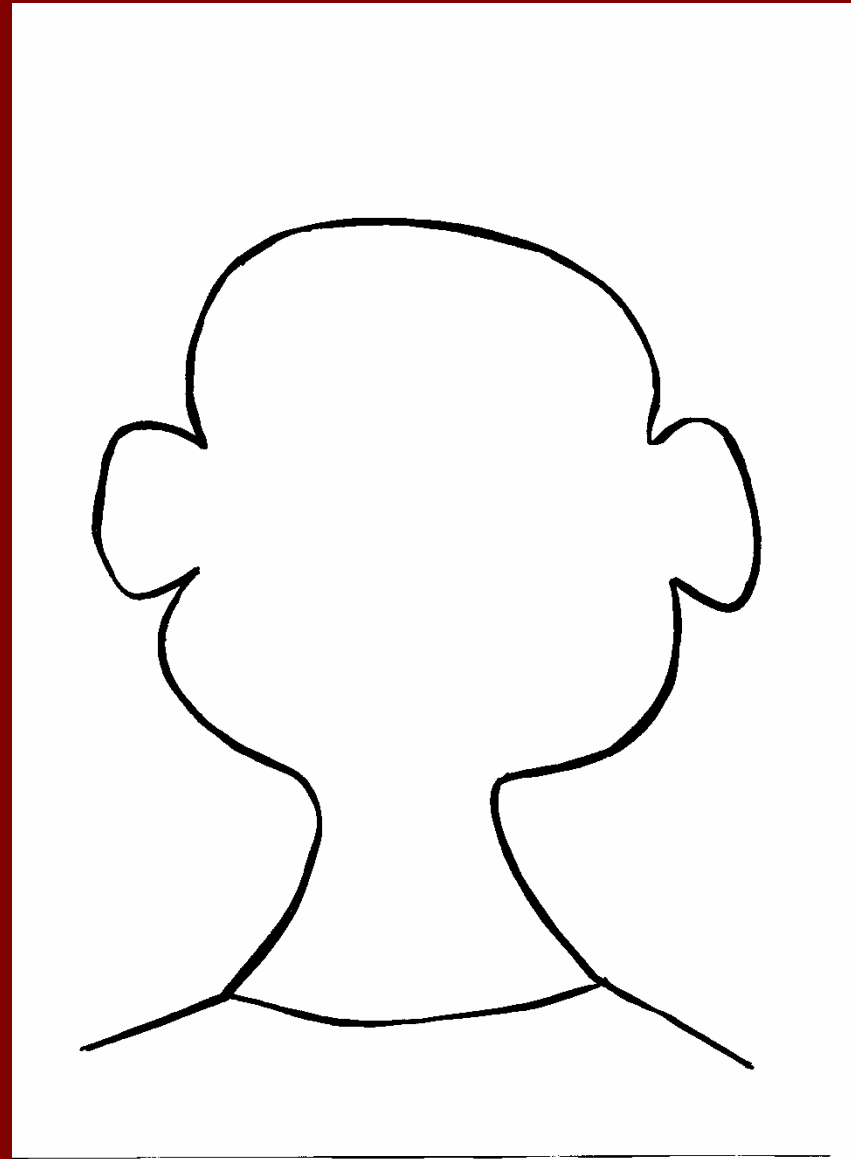


Graphic organizers....

- Provide the learner with a different way to see and think about information
- Remove possible language barriers of words and grammar
- Convey complex information in a simple to understand manner
- Help develop analytical skills

A TEST!

LIBRO_lang.exe



contacts

www.lang-longman.it

tim.priesack@ppbm.it

QUESTIONNAIRE