



VISUALS: HOW MUCH, HOW OFTEN, WHICH ONES AND WHAT FOR?

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Visual aids/Visuals

- **an instructional device (as a chart, map, or model) that appeals chiefly to vision**
- **something you look at (such as a chart or film) that is used to make something easier to understand**
- **devices, such as films, slides, models, and blackboards, that display in visual form material to be understood or remembered**



DO YOU USE
THEM?
HOW OFTEN?

Q1: How much do you draw/write in class?

You draw/write when you teach:

Speaking

Listening

Reading

Writing

◆ Grammar

◆ Vocabulary

◆ Pronunciation

...when you do anything else?

Q2: Do you think visuals are most efficient when teaching...

Speaking

Listening

Reading

Writing

◆ Grammar

◆ Vocabulary

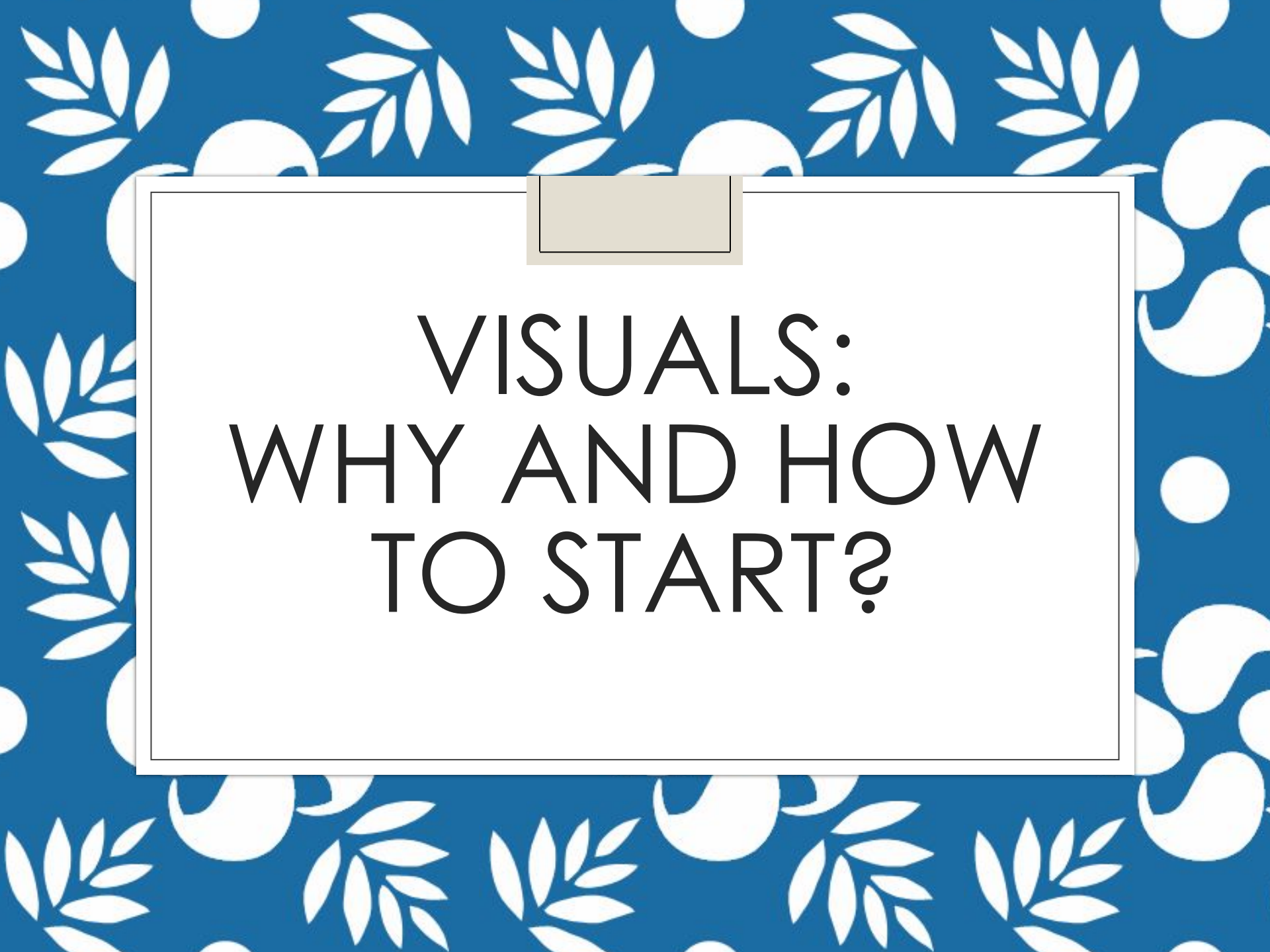
◆ Pronunciation

...anything else?

3) You prefer using...

- Coloured markers on whiteboard
- Coloured chalk on blackboard
- Coloured felt-tips/pencils
- Posters
- Print-outs
- Cut-outs
- Flashcards
- Real objects
- Else?

Which ones with which grade?



VISUALS:
WHY AND HOW
TO START?

Why use visuals often?

- **Personal approach**
- **Highly motivational**
- **Enthusiastic response**
- **Inexpensive (if you make them)**
- **Reusable (cards, posters, charts)**



WHICH ONES?
WHERE TO GET
THEM?

Make them

- **Blackboard and coloured chalk**
- **Coloured markers on flipchart/A1**
- **Posters and post-it notes**
- **Cut out from magazines and printed adverts**

Find them


Let's Google it!


- ***Printables***
- ***Worksheets***
- ***Teacher handouts***
- ***Materials***
- ***Visual organizers***


Where to search and find?


- <http://en.islcollective.com>
– registration required (free)
- www.teacherspayteachers.com
– registration required (free)
- www.eslflow.com/Picturelessonsandteachingideas.html
- www.eslprintables.com
- www.pinterest.com – keywords: ESL printables


Graphic organizers


 STORY GRAMMAR

Characters 

Setting
 (Where the story takes place) 



Problem 

Solution 


Created by Lulu

Name _____ Date _____


Write 6 words from the word wall.


Use 2 of the words in a sentence.




Illustrate your sentence.



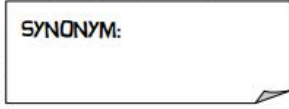
it means what???

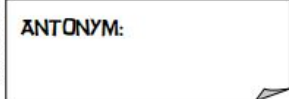
WORD: 

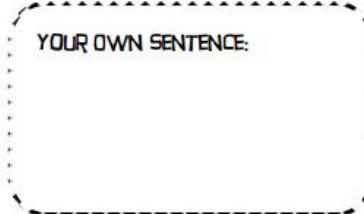
DICTIONARY DEFINITION: 

PARTS OF SPEECH:

- NOUN
- VERB
- ADJECTIVE
- ADVERB

SYNONYM: 

ANTONYM: 

YOUR OWN SENTENCE: 

Graphic organizers – why?

Common language classroom functions

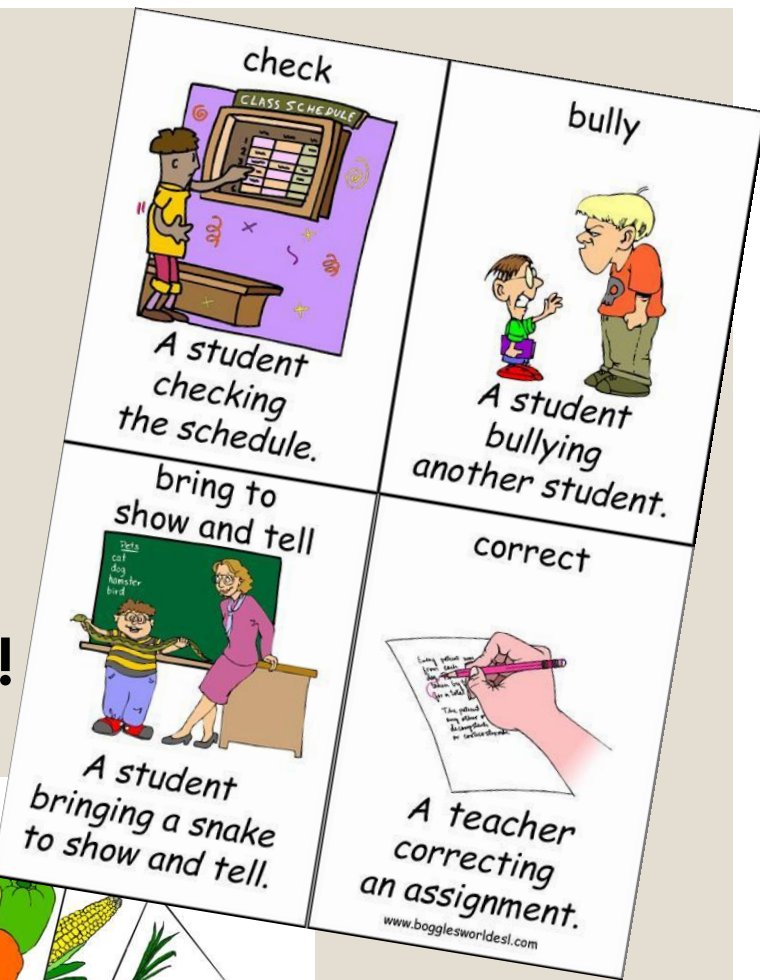
- Describing
- Comparing/contrasting
- Classifying
- Sequencing
- Cause/effect
- Decision making

Common designs

- Cluster/word web
- Describing wheel
- Fact and opinion
- Five W's chart
- Sequence chart
- Spider map
- Tree chart
- Venn diagram

Making flashcards

- Should be large enough
- Pictures should be clear
- Should be reusable – laminate!



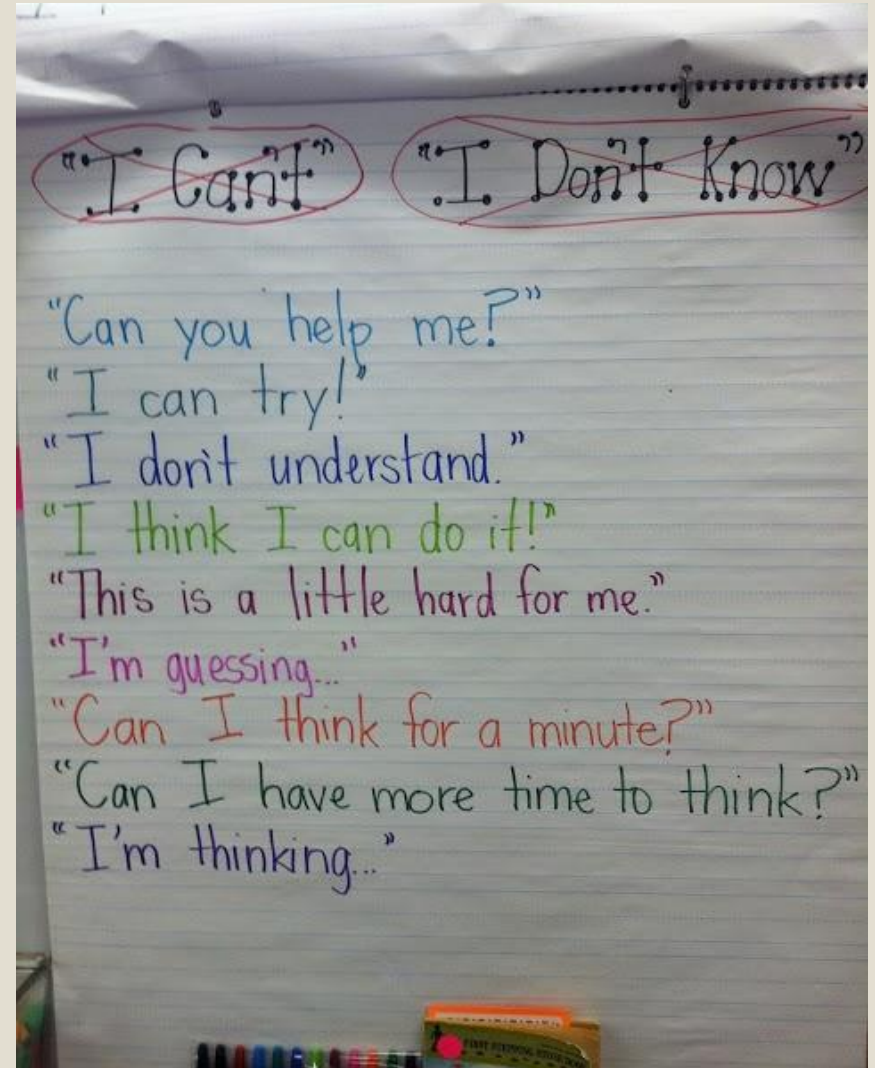
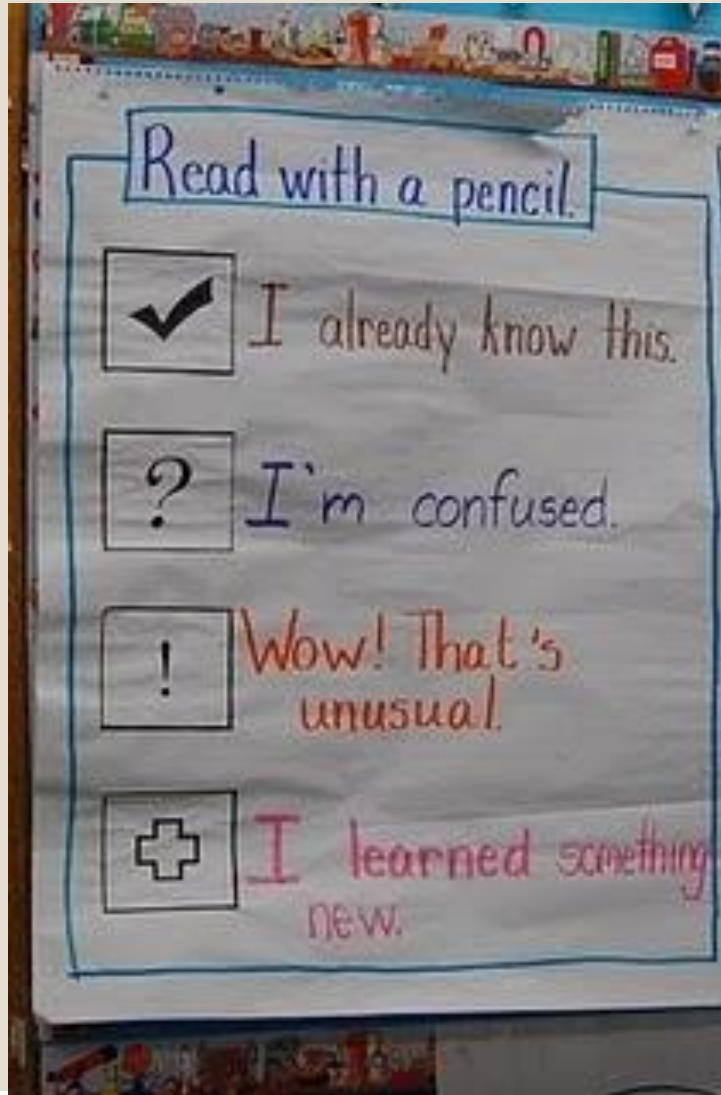
Post-it Notes

Sample post-it note reading activity:

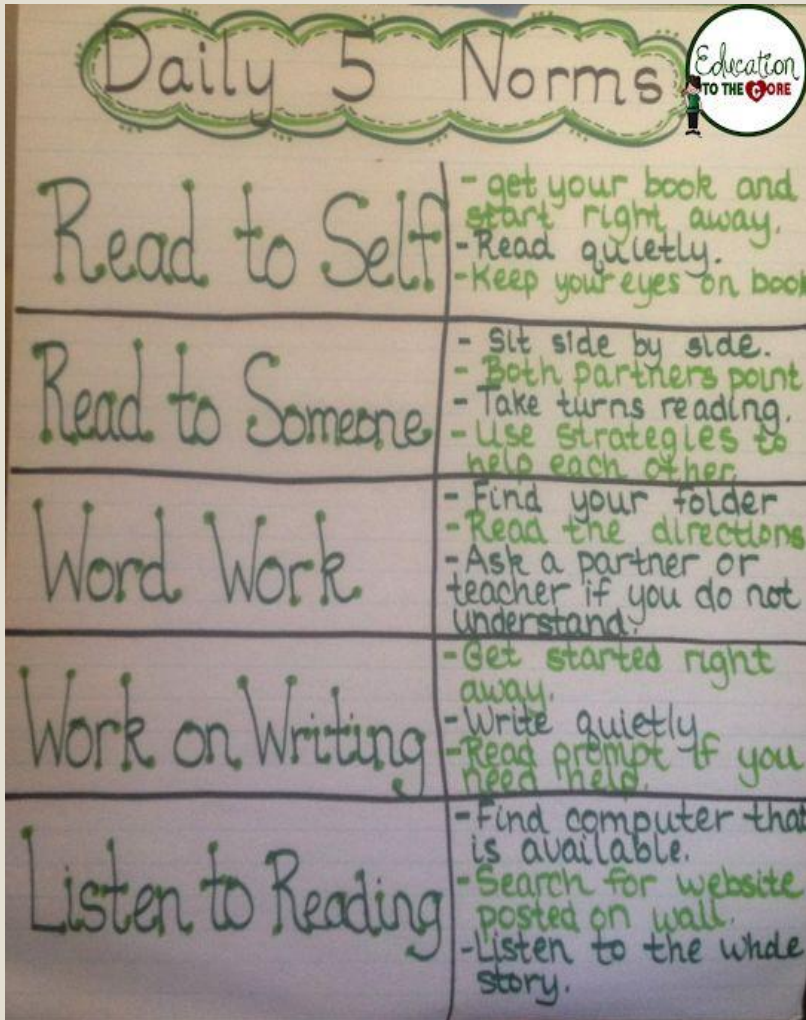
<http://busyteacher.org/12229-reading-lesson-9-fun-post-it-activities.htm>!



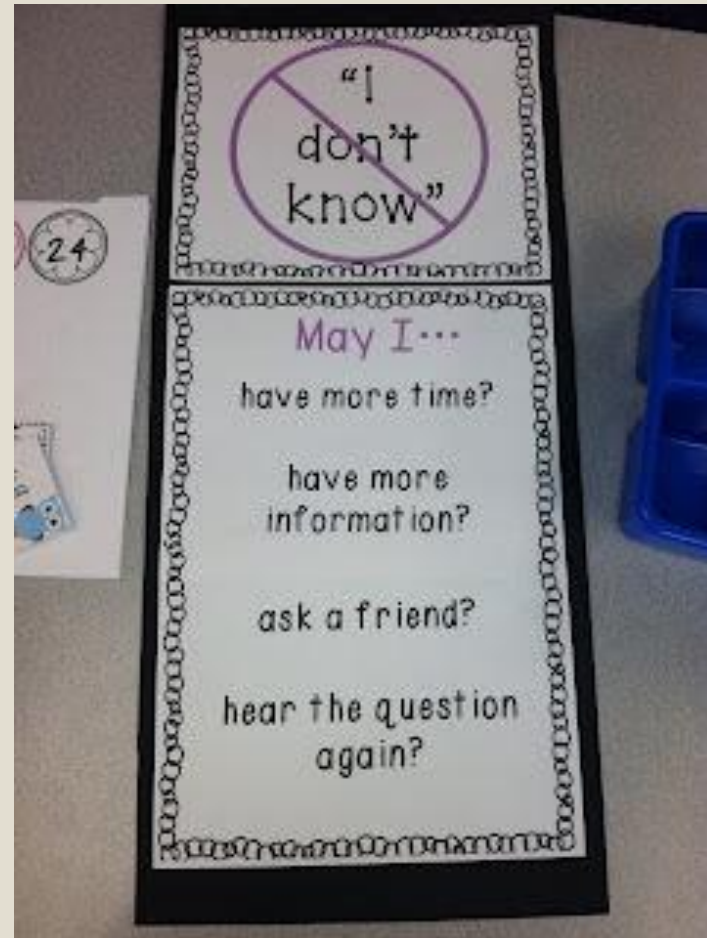
Motivation, directions, help (1)



Motivation, directions, help (2)

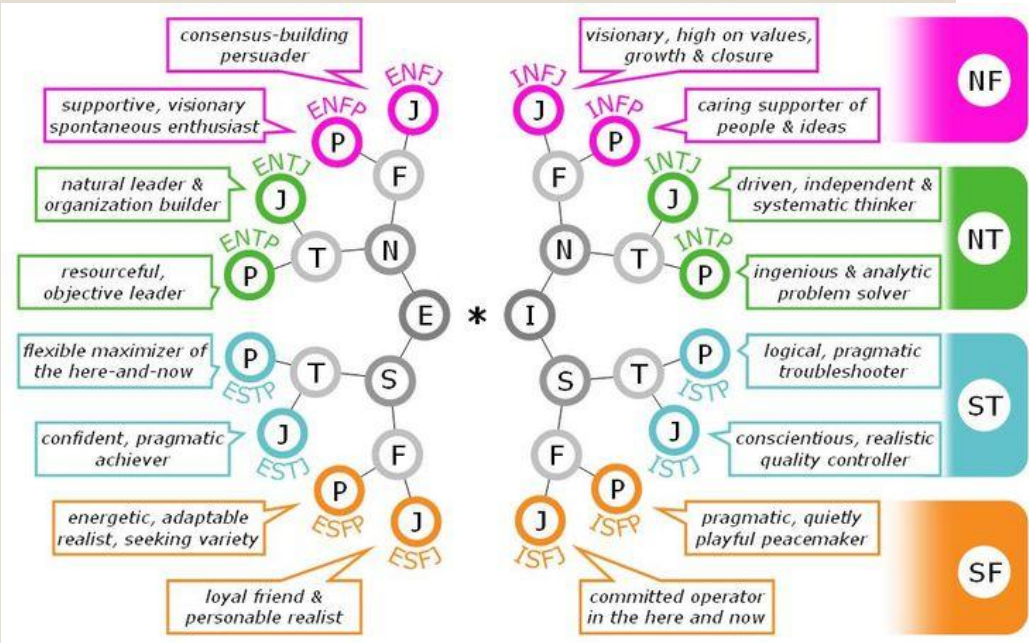


| Daily 5 Norms | |
|-------------------|---|
| Read to Self | <ul style="list-style-type: none">- get your book and start right away.- Read quietly.- Keep your eyes on book |
| Read to Someone | <ul style="list-style-type: none">- Sit side by side.- Both partners point- Take turns reading.- Use strategies to help each other |
| Word Work | <ul style="list-style-type: none">- Find your folder- Read the directions- Ask a partner or teacher if you do not understand. |
| Work on Writing | <ul style="list-style-type: none">- Get started right away.- Write quietly- Read prompt if you need help. |
| Listen to Reading | <ul style="list-style-type: none">- Find computer that is available.- Search for website posted on wall.- Listen to the whole story. |



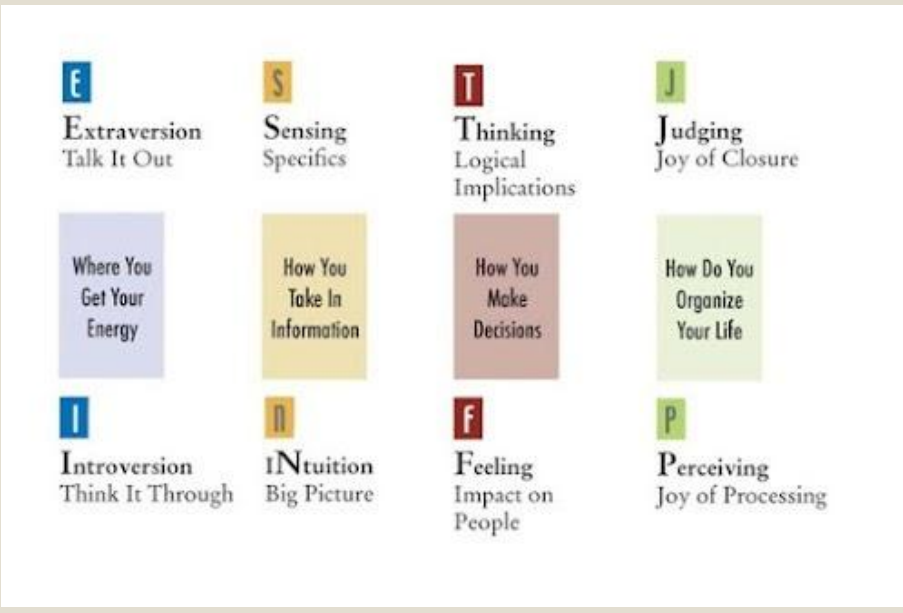
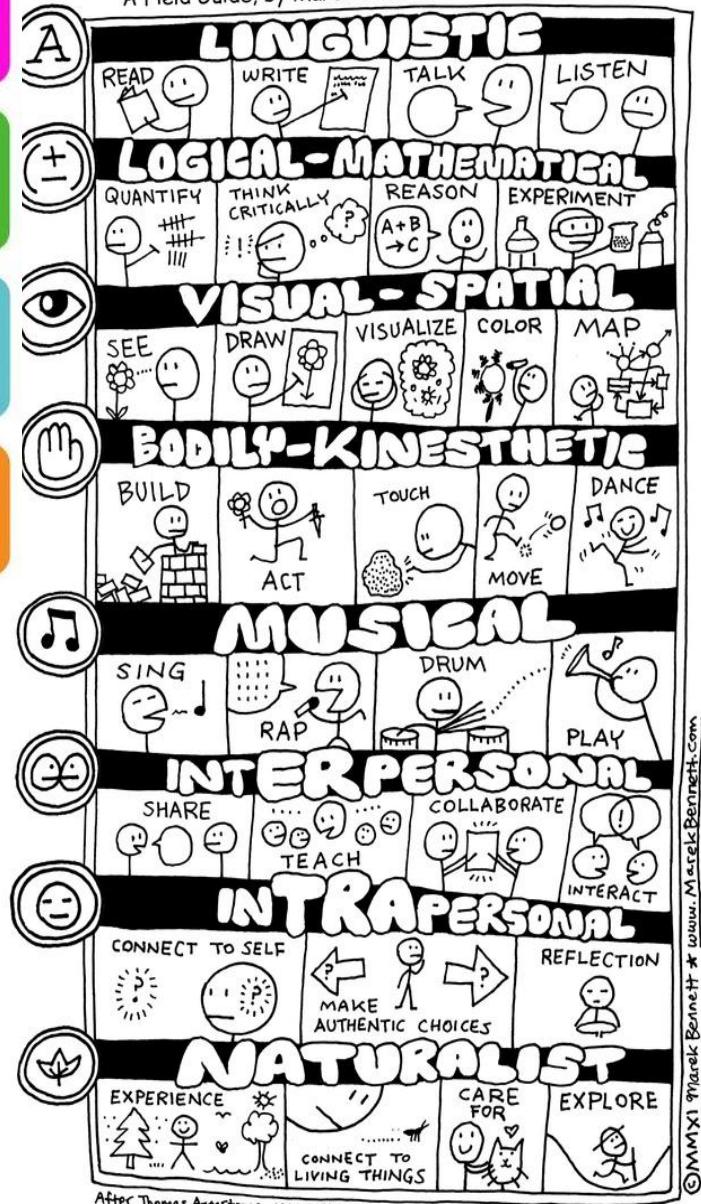


AND THEN...
VISUALS FOR
OURSELVES



MULTIPLE INTELLIGENCES

A Field Guide, by Marek Bennett



After Thomas Armstrong, MULTIPLE INTELLIGENCES IN THE CLASSROOM



PERSONAL EXAMPLES

I use + I do...

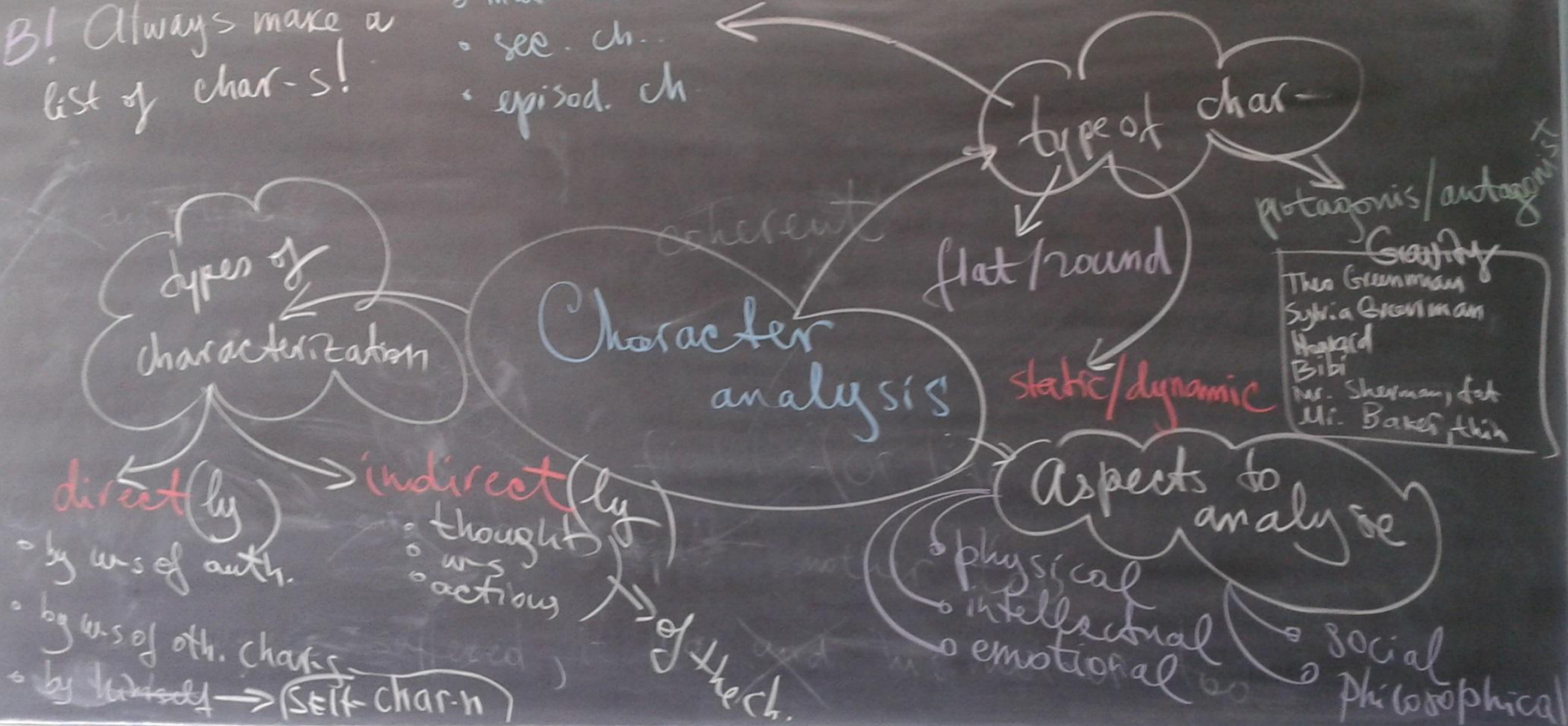
- **Coloured** chalk
- **Markers and felt-tips on cards**
- **Draw graphs, charts and mindmaps**
- **Ask students to make posters on class topics (not just abstract wallpapers)**

Using the board – how to organize?

- **Always available, no special preparation**
- **Charts and tables rule!**
- **Write clearly and legibly**
- **Don't hide the board**
- **Talk as you write**
- **Space out, don't clutter**

NB! Always make a list of char-s!

- main ch
- sec. ch.
- episod. ch



Go to war little helmet
Make your mama proud.

Exhausted, I dropped down
dead.

She lost her b-fr & her mind.
I only want to say if there is a way

Take this cup away from me, coz I don't want to taste it's Pop poison

The King of Don Juan.

An old man turned 98, he won the lottery & died the next day.
The house of ill repute.
the blood-red sea

The heat swallowed towns & cities.
Hey, come on, hurry up, chop-chop!
You're divine - change my water into wine.
Your argument is sound, but nothing but sound.

Better late than... pregnant.

The future is blight the future is orange.

You hold me without touch.

Lily, easy (as) a kiss, we'll find an answer.

I drive upon the mountain
I dive into the moon.

Let's have some fun, this beat is nice
I wanna take a ride on your disco stick.

Dead men tell no lies.

Achilles' heel

those ^{complicated} ^{don't know what} ^{to do} tricky words ^{lex.} ^{sem.} ^{voc.}
Neologisms in international development

English: it's a neologism ^{thing} ^{isn't} ^{it} ^{voc.} ^{slang} ^{styl.} ^{→ lex.}
Systematic polysemy in lexicology and lexicography ^{dict.}

Saving dying languages ^{disappearing} ^{gen. ling.}
African American Vernacular English ^{soc. dial.} ^{speaking} is not

Standard English with mistakes ^{gen. ling.} ^{with inborn}
The language instinct ^{→ complex behav.} ^{reason}

The decline of grammar ^{neg. development} ^{gn.} ^{ethology → a science that deals with behav. of anim & humans}
Driving forces in linguistic change ^{main causes} ^{→ hist. of lge}

The origin of language ^{gen. ling + hist. of lge (Eng)} ^{hist. of lge + (Eng)}

Lexicology ^{stylistics} ^{history of lge} ^{phonetics} ^{grammar} ^{syntax}
Semantics ^{etymology} ^{gen. linguistics} ^{morphology} ^{sociolinguistics} ^{lexicography}

It describes / tries to demonstrate / tries to prove / presents ^{approaches} ^{sciences}

This article deals with ^{development} ^{written} ^{refers to issues} ^{connected to} ^{and namely} ^{especially} ^{→ a specific aspect} ^{rather} ^{quite clear} ^{clearly} ^{ambiguous}

It treats such problems ^{issues such as...}

It tackles language(s) in general ^{English} ^{eyes like...}

use ^{change} ^{value} ^{approach} ^{analysis} ^{aspect}

story time

how long it takes for events to happen
ex: 2 yrs
30 yrs
a lifetime

$S_t = D_t$
real time presentation

$S_t > D_t$
acceleration/speed up pres-n

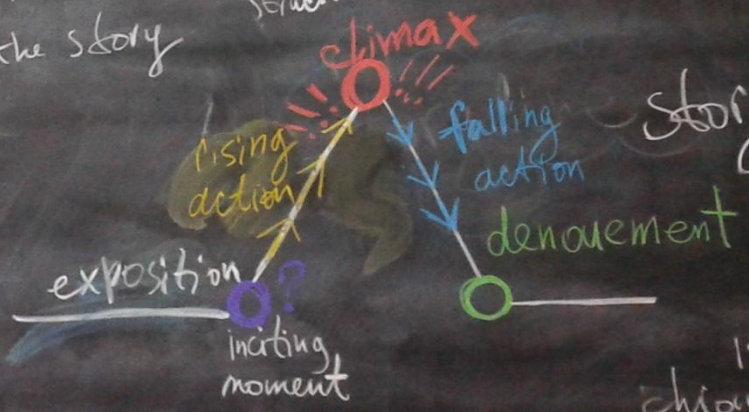
discourse time

how long it takes the narrator to tell the story
ex: 5 min
30 min
2 hrs
1 day

$S_t < D_t$
deceleration/Slow down pres-n
26 min

plot

structure



story ed

story line

is not chronological

complex narrative
achrony



position in the background:
SUBMISSION

teacher's position:
domination

gossip

townspeople

jealousies

barrier for others' curious eyes
one can **spy** from behind them

tableau

= how towns ppl remembers the Griersons

frame

crayon portrait

high & mighty
No comm-n

isolation
imitation

principles

FLOWERS

importance = beauty
syn. flowers feed the soul
parad. constr. bread feeds the body
syn. beauty feeds the soul

what humanity would be if it didn't know
= ? that. = ?
= ?
= ?

syn. flowers are eternal of life
[example of] personally feel them
beauty
are perfumes
compl. met. are an affirmation
that a ray of beauty
outvalues utilities of the world

in eyes of rainbows
secret silence
are world
full of life
personally spoke of Gods

pers. ep. free spontaneous
human action means believing in tomorrow
is // "future"
metonymy

are without hope
= future
have no tomorrow
personally short life
are the sweetest creations of God, but
without soul ← forget

are have spoken to me pers.
are hieroglyphics = hidden signs
are loved for beauty of their character
met. met.



save = except
 an eyesore among eyesores
 eye + sore

(Emily)
 a fallen monument
 imp person on the grave
 dead

death
 house
 oxym.

heavily light some style

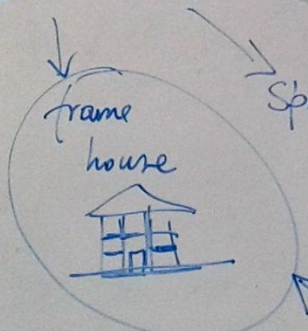
went to join the repres. of august names
 "died"

garages & cotton gins
 encroached & obliterated = occupied, conquered = destroyed

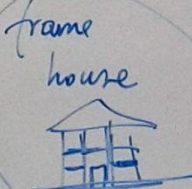
persd. cotton wagon covered cart
 buildings from the past on street
 gasoline pump
 people who lived in houses

architecture → balcony

cupola



spire



frame house

E's house left



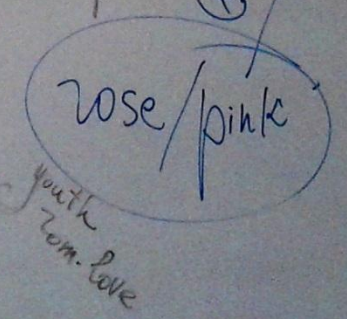
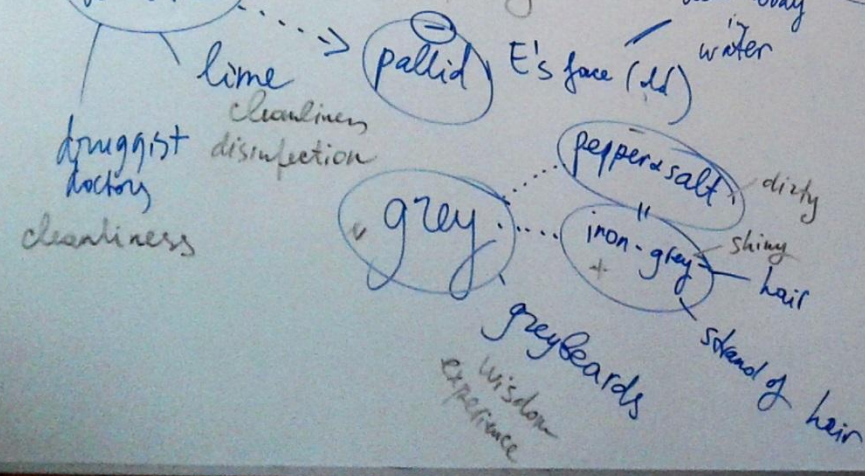
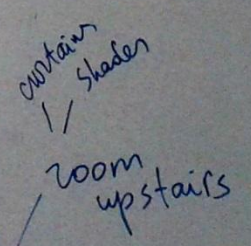
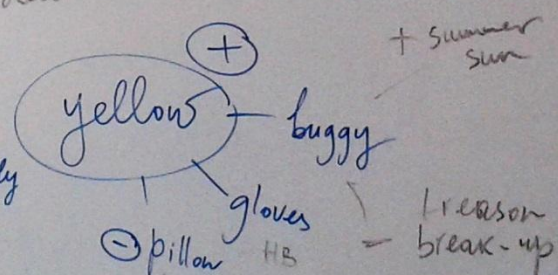
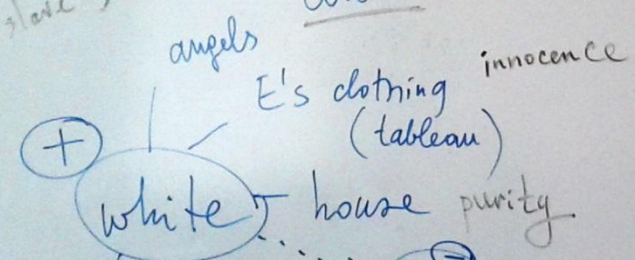
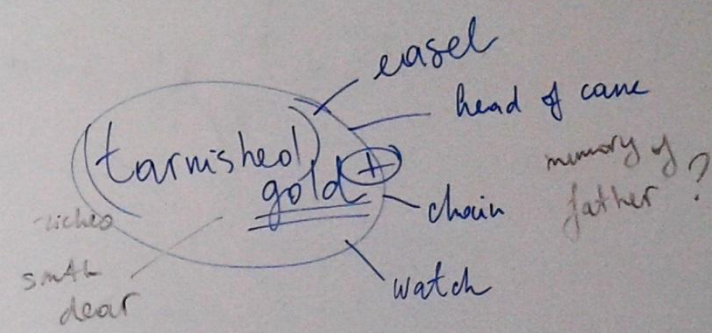
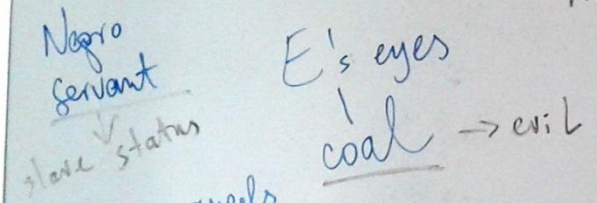
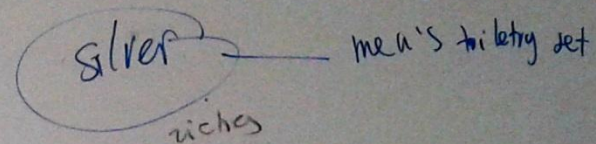
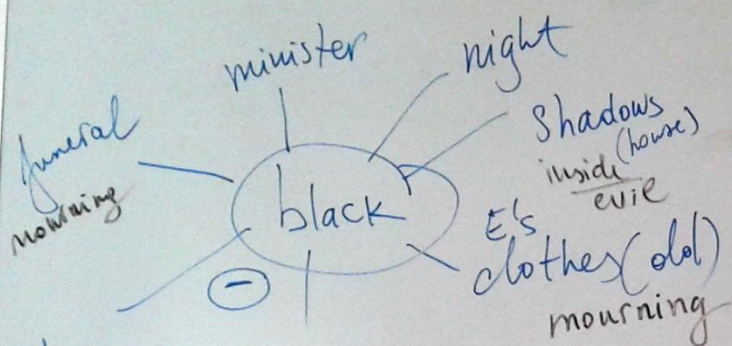
lifted its decay = ruinare decadente
 stubborn coquettish = flirty

types of buildings

Cotton gin

garage

gasoline pump



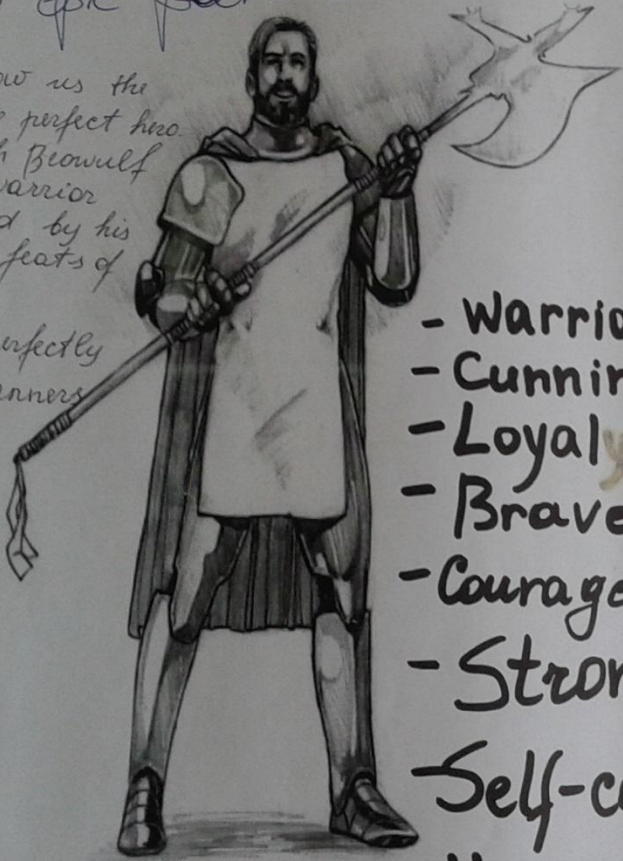
Beowulf

self-titled epic poem

Beowulf show us the model of the perfect hero. In his youth Beowulf is a great warrior characterized by his courage, his feats of strength.

He also perfectly shows the manners and values dictated by the germanic heroic code.

- Loyalty
- Pride
- Trust



- Warrior
- Cunning
- Loyal
- Brave
- Courageous
- Strong
- Self-confident
- Heroism



Aside from being a perfect soldier, Beowulf later is shown to be a perfect leader as he brings prosperity and riches to his kingdom.

His success to be a king ^{thus} demonstrate that he was wise as well as strong.

The warrior

• Never backs down from the fights with monsters, dragon



Kills Grendel

Becomes



King





ENJOY VISUALS
EVERY DAY!