

How to exploit visuals online

CEFR level: Any level

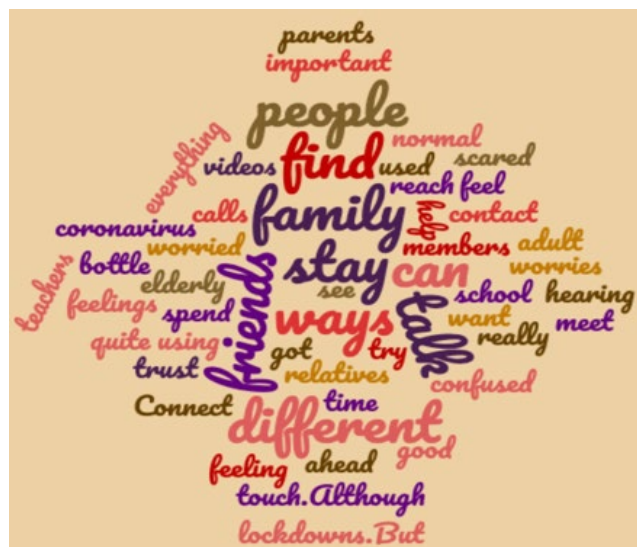
Trinity Qualification(s) type: GESE and ISE

Skills Focus: All skills

Resources: Access to royalty-free image site. There are many options online that can be found using a search engine.

Description:

1. Develop awareness of the range of visuals that can be exploited and consider why you are including visuals as they have different communication functions.
2. Find an example of the following using one of the royalty-free image sites.
 - a. Depicting a person or an object by using a photo or an object or person (representational)
 - b. Adding aesthetic value or humour (decorative)
 - c. A schematic diagram of equipment (interactive)
 - d. Show qualitative relationship among content (organizational)
 - e. Show quantitative relationship among variables (relational)
 - f. Show changes in objects over time and space (transformational)
3. Encourage learners to use their own drawings, visuals and diagrams as this can be more personalised, meaningful and relevant for them.
4. Visuals support learning and activities. For example, a visual prompt could be the basis for a written task, a speaking task, a vocabulary task, a listening or a reading task as well.
5. When using visuals with texts (whether aural or written texts) the content can be supported in the initial stages of the lesson by using visuals. For example, based on this WordCloud visual, what do you think the text will be about?



6. Now go to <https://www.bbc.com/news/51896156> to check if your predictions were correct.

7. You could also provide three images for the text and learners decide which one matches the global meaning of the text (this technique is also applicable for listening texts as well)
8. Remember that photos are not just decorative. We can exploit them in many different ways:
 - Cover half the picture and students predict the other half
 - Guess who is in the image and where they are
 - Guess what they are thinking
 - Write a caption/dialogue
 - Relate it to learners' lives
 - Create a dialogue and/or story based on the characters
 - Discuss the socio-economic impacts of tourism
 - Discuss how was the picture taken or what is outside of the screen