Supporting EAL Learners through creative use of images

In the context of this document the word *'image'* is being used in it's most generic sense – find out more on Wikipedia.

'Visuals can be used with EAL learners at all stages of English language proficiency, at any age and across the curriculum. They are not only useful for learners who are New to English to build vocabulary, they can support access to a text which may be quite complex and help EAL learners at the Competent or Fluent stages to develop academic language.'
EAL Nexus: https://ealresources.bell-foundation.org.uk/teachers/great-ideas-visuals

Finding and using imagery

It is important to ensure that images are used in the way that the original creator or owner intended. Many images can be freely used for all kinds of purposes through a Creative Commons license (although they may need to be credited in specific ways). A useful search tool for finding imagery under Creative Commons license is CC Search:
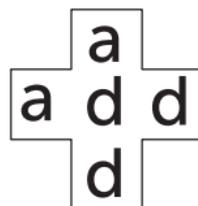https://ccsearch.creativecommons.org

Finding the provenance of an online image

It is possible to find out who owns the copyright for some images and/or whether they can be used within the public domain:
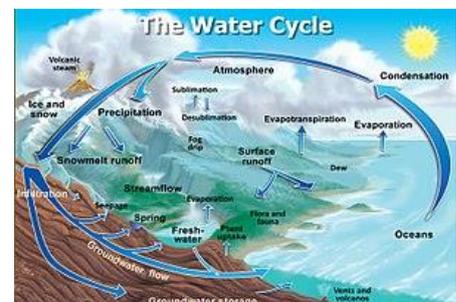
- Open Google Image Search in a new window
- If the image is on your computer, click the little camera icon in the search bar and choose 'upload an image'. You can also drag the image into the search box from a file directory window
- If the image is online, click the camera icon and choose 'paste image url' - then paste in the direct web address of the image

Enhancing understanding

- Show an image related to the topic/idea
- Provide a key visual (right)
- Maps
- Calligrams
- Infographics
- Emoticons
- Pictograms e.g. Widgit symbols
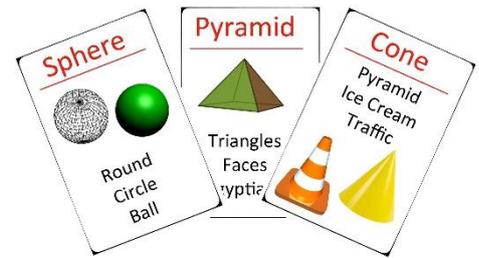- Make giant posters using PosteRazor
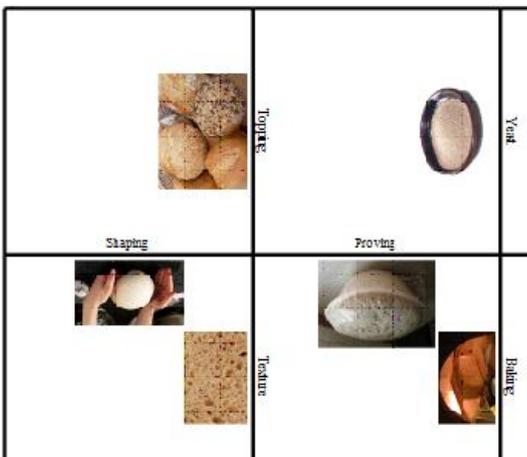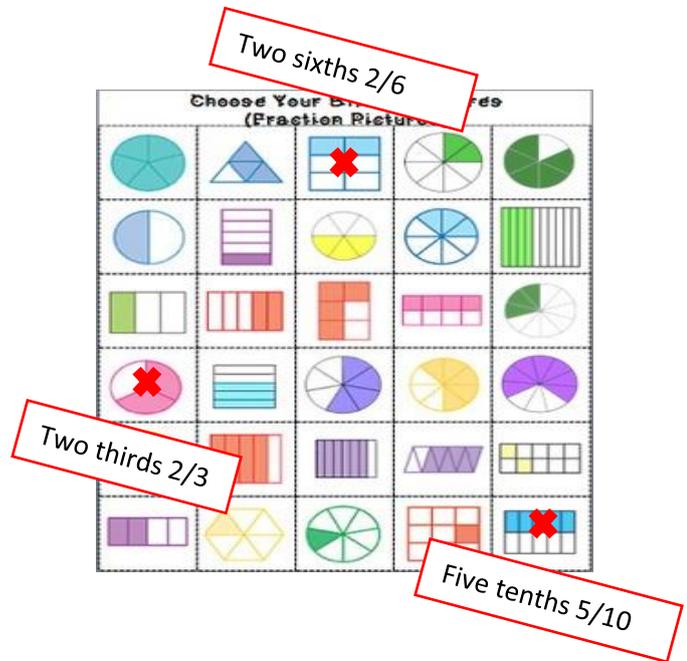
The Water Cycle

are you ok?

Promoting talk and vocabulary building

- Pictionary
- Top trumps (right)
- Barrier games – draw or complete an image from a series of Q and A between 2 players/teams
- What am I? Get your team to say what a concealed image is from a description
- Taboo (words and images) – like 'What am I?' but with words that help or word restrictions, depending on the Proficiency in English of the learner (right)

Matching and vocabulary building

- Flashcards – verbally associating words with an image
- Osric's Picture Bingo (right)
- Word: picture Tarsia Formulator matching games e.g. dominoes and puzzles (below)
- Match images with an oral component e.g. matching a photograph with a recorded oral description via a Talking Tin (below right)
- Match images with text – words or phrases

Sequencing/Recount

- Produce an oral narrative – sequence images and provide a narrative (which could be recorded using a set of Talking Tins or within a Talking Photo Album)

- Produce a storyboard – drawings/photos (with text and possibly a recorded narration)

Ranking

- Rank different scale views of the same image
- Rank images/words on Clines, Opinion lines, Diamond 9/16
- Choose images to generate language around comparatives and superlatives

Predicting/Thinking (with Think-Talk phrase support e.g. *'It might be/It could be'* etc.)

- Identify an unknown image or part of an image e.g. who?, what?, where?, when?
- Slow reveal an image using animation in PPT
- Plot a position on a 'Blob' drawing with reasons (right)
- What if PMIs (Positive, Minus, Interesting) e.g. What if bones were like springs? (below)

This is me at the planning stage…

Positive (P)	Minus (M)	Interesting (I)
More flexible	*Might overstretch easily*	*Could make limbs temporarily longer and shorter*
Body more resistant to shock injuries	*Less coordinated?*	*Could jump really high*

Analysing/Explaining/Justifying

- Identify the relationship between a set of 'related' images
- Spot the difference(s) between two very similar images
- Spot specific elements in an image e.g. safety features/dangers
- Spot the odd one out with reasons e.g. water (in a clear plastic cup), cling film, chocolate
- What's wrong with the picture?
- What's the connection between a set of images?
- Identify topic, text type and genre from word clusters wrapped in shapes (above right)
- Annotated models
- Living graphs (right)

Creating

- Describe a concept flow in 5 steps (orally/written using short phrases or full sentences) between two images

Image 1

How do you move from Image 1 to Image 2 in 5 short phrases or full sentences (or vice-versa)?

Image 2

- Create an Infographic (right)
- Produce a story map
- Write narratives or explain concepts using imagery e.g. Storybird, Adobe Spark Video, Five Card Flickr and PIC-LITS