

# BEST EXAMPLES of using visuals in lessons



*Photos - I use them to present words; my students describe pictures and complete photo projects i.e. demonstrate an emotion and add a caption to it.*

*I always display vocabulary with the photographs so that children can associate the writing with the image. I also use pictures in worksheets and when listening to stories. Younger children need the visuals so that I can use only English when speaking. It allows them to follow me without Polish. We also use pictures in role play.*

*I use drawings, often on board, for students to guess.*

*We use pictures in visible thinking routines to pique the children's interest at the start of a unit (Chalk Talk, Think Pair Share, See Think Wonder). Visuals in general are used as much as possible to pique the children's interest and aid in their understanding.*

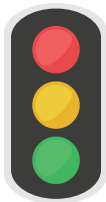
*I believe that visuals allow us to introduce an element of fun, which is always a good thing. Funny pictures are perfect for boosting morale and, when laughing, students feel more confident to produce language as they perceive the environment as less formal and therefore they feel freer to express themselves.*

*Pictures are great for presenting many nouns, adjectives and simple sentence patterns. Pictures from newspapers or magazines are always making our lessons more interesting. It's nice to use personal pictures whenever possible: when we use photos of ourselves or our city/school, it makes the lesson much more interesting and memorable for the learners.*

*The students love to use photos when talking about things they have done either over the weekend or to show the work they have completed.*

*Using pictures and photos is the basis of teaching foreign languages. I use it a lot in different games like memory, bingo, slap, snap, spin the wheel, etc. Children love all of them.*

*We use pictures to talk about differences: the class is divided into two groups and each group is given a set of two pictures with ten differences. The groups have to discover the differences, while talking in English. When a group discovers all ten differences, the teacher asks someone from the group to discuss the differences and show them for everyone. There is also an element of a competition between two groups in this activity.*



## TRAFFIC LIGHTS

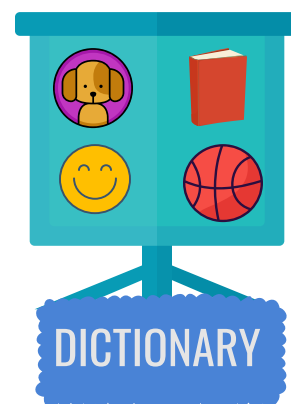
I also use this technique when my students do tasks individually and I have to check if they have right answers (green: 'OK', red: 'I have wrong answers') to determine if extra explanation is needed.

In some grammar lessons I use colour signals thanks to which students can demonstrate how well they understand the grammar - the green card means 'I understand'; the yellow card means 'I'm following'; the red card means 'I don't understand'.

Traffic lights, as a self-evaluation tool, display how well a student has understood a topic or activity based on the colours of traffic lights (green: 'I understand', yellow: 'I'm not sure', red: 'I don't understand').

Students have got their own notebooks. At the end of the lesson they sit down on the floor and create their dictionary. The teacher draws some words from the lesson/section on the sheet of paper and shows them how to draw it and write the word, then they do the same in their notebooks. If they can't, the teacher writes the word and they have to colour the word with different colours. At the end of the year they have got their own English dictionary.

I often ask my students to prepare mini-books to consolidate vocabulary they've learnt.



## PICTURE TELLING

I use my method in weak and strong groups. The kind of division gives safety for students who have problems with speaking or they simply want to practice and improve the language. The student have to sit into two rows - face to face. Each student gets a picture and I give them about 1'30s to talk about it. The students sitting opposite to them are listening to their speech. After the given time they have to pass the picture to the person in front of them and move one place. It means that people who were listening to the speech get a new partner. Now they have to tell the new partner about the picture. It is much easier for weaker students. They can only repeat some parts of the speech but they still produce language. When they finish, they have to pass the picture to his or her partner who is going to tell about the picture but before that they have to move one place. Students who are taking part in the activity are active listeners and active speakers. They have to be concentrated all the time. This activity is valuable for me because the language is produced actively, students feel comfortable and not being observed by the teacher.

The teacher or one of the student hides pictures with words. All students get clipboards or notebooks and pens and they have to find all the pictures and write down founded words on the paper (if they can't write yet, they can just draw them on the paper). Then they show it to the teacher and they are happy that they found all the things/clues or secret words and pictures. They can move a lot during this game and they even don't notice they are learning English.



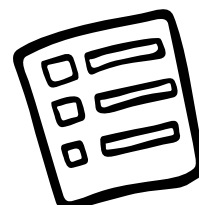
## DETECTIVE GAME



## CUTTING OUT SHAPES

At the end of the lesson the teacher cuts a small thing for each student just by folding a sheet of paper (something connected with the lesson). It can be in a shape of a kite, an apple, a car, a hat, a snake or a ghost. We can use coloured paper to be more interesting and enjoyable. The children can colour it, write the word on it and take it home. They can treat it as a prize as well. They can touch it, have it, so it is important for them. The teacher can use also a marker/a felt tip-pen to write the word on the cut-out. They love it!

Realia is an incredibly powerful visual aid in the classroom. For instance, if I'm teaching a lesson about ordering food in a restaurant, my students will become much more engaged if they have an actual menu to look at. I believe that it's great to use the menu to introduce new language items as well as it's a great basis for a role play.

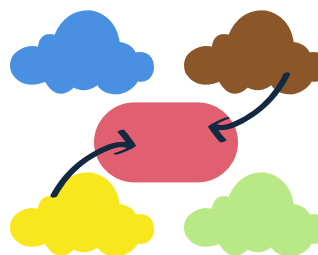


## REALIA



## POLISH FLAG

A picture of Polish flag - when I show it, students know that I'll explain the game rule in Polish language, otherwise I use only English language during all lesson.



## MIND MAPS

I use mind-maps to categorize words in thematic groups.

The red circle on the blackboard - it means: stop talking, listen to the teacher!



## RED CIRCLE