

Social Justice and the Visual Arts in English Language Teaching



Anna Whitcher and Kieran Donaghy



Why is there a need for VAC?

- Because technology is going to continue to change and probably at an even faster rate than it is today
- Course materials are starting to embrace a new paradigm that incorporates the image (still and moving)
- BUT the ELT industry needs people who can actually create these materials that reflect today's ever-changing technology and that means they need ...



What is VAC?

The Visual Arts Circle is a community of practice made up of language teaching professionals, teachers, teacher trainers, writers, editors, researchers, designers, illustrators, artists, photographers, and filmmakers, all with a shared belief in the value of visual arts – drawing, painting, sculpture, design, crafts, photography, video, and filmmaking – in language education.



What does VAC believe?

We believe that incorporating visual arts is an extremely effective way of improving the quality of teaching and learning, particularly in the field of language teaching. Through the process of sharing information and experiences with the group our members learn from each other, and have an opportunity to develop personally and professionally.



Who are we?

The Visual Arts Circle, IATEFL Glasgow 2017





THE VISUAL ARTS CIRCLE MEMBERS' SOCIAL EVENING

Come and join us for our Members' Social Evening, *some short blurb here about what we're doing - networking and ideas sharing, wine, etc?*



Wednesday 11th April 2018 @
7:30pm



The English Language
Centre,
33 Palmeira Mansions,
Brighton & Hove, BN3 2GB.



**Resources created by members
of the Visual Arts Circle
members which promote social
justice.**



Judy Boyle





The NO Project is an award-winning global anti-slavery educational campaign that specifically targets youth awareness of human trafficking through music, art, dance, theatre, film, animation, sport, creative writing, journalism and social media.

The NO Project is 100% non-commercial and non-salaried. We rely on the donated time, skills, talent and resources of people willing to support us and collaborate with us.

www.thenoproject.org





Linda Ruas



New Internationalist

The people, the ideas, the action in the fight for global justice



Global Justice in Easier English

by Linda Ruas

Intermediate level (B1)





Learn about the world in pictures - choose a photo story and click on it:

- [Photo story: Child Trafficking in West Africa](#)





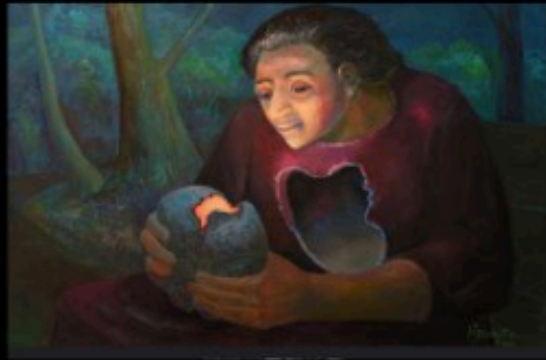
Chrysa Papalazarou



Art Least

*A site on art, thinking and creativity in
ELT*







LOOKING 10x2

- ① LOOK AT THE PAINTING FOR 30 ''.
- ② MAKE A LIST OF 10 WORDS OR PHRASES ABOUT WHAT YOU SEE.
- ③ SHARE YOUR WORDS AND PHRASES WITH THE REST OF THE CLASS.
- ④ REPEAT THE ACTIVITY.





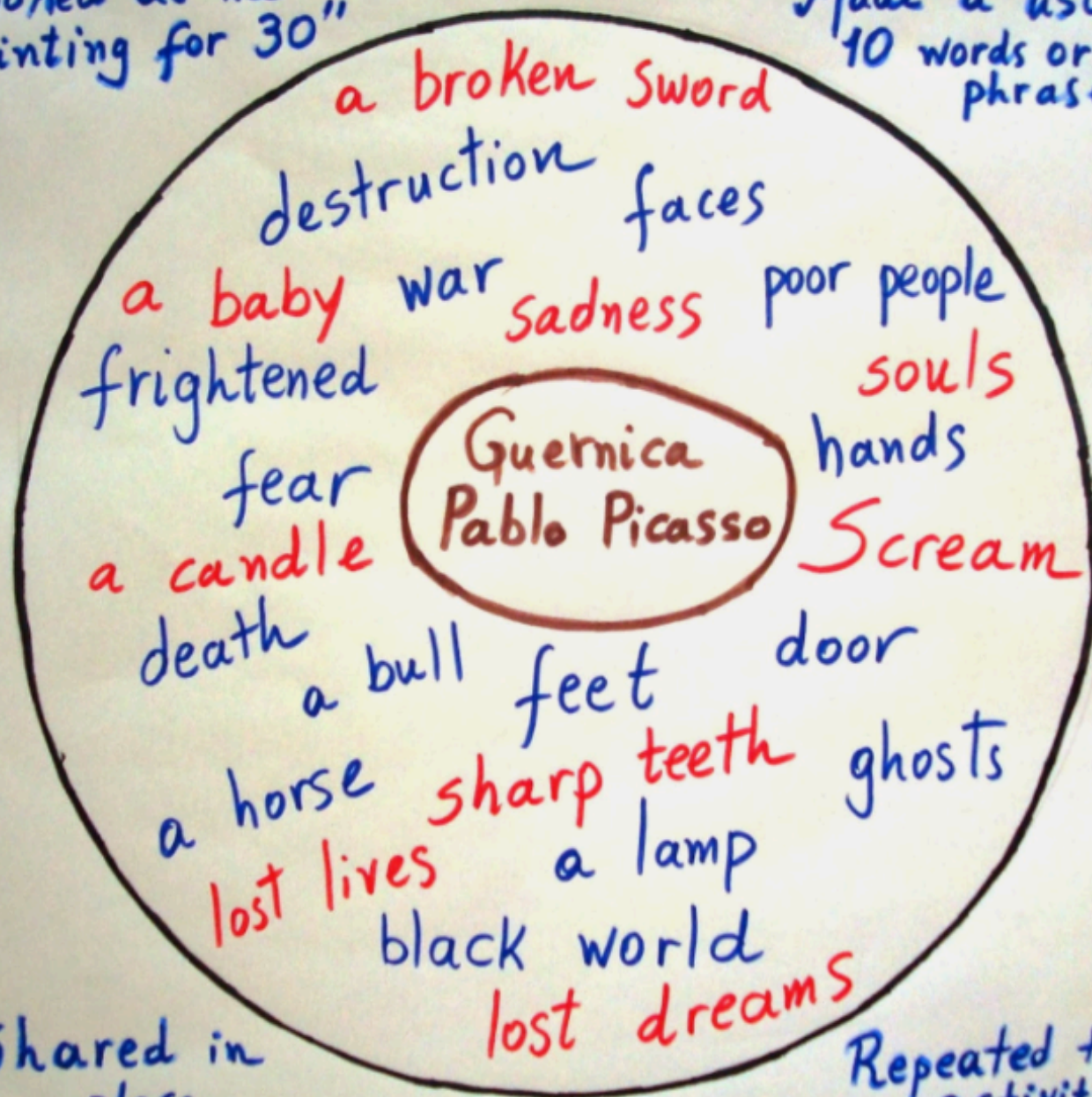
We looked at the painting for 30" and then we made a list of ten words or phrases about what we saw. We shared our ideas and we wrote them in a circle map. We looked again^{at} the painting for 30" and we repeated the activity.



LOOKING 10x2

Looked at the painting for 30"

Made a list of 10 words or phrases



Shared in class

Repeated the activity



LOOKING 10x2

Looked at the
painting for 30"

Made a list of
10 words or phrases
about what we
see



shared our
ideas

Repeated the
activity



On Friday Mrs Chrysos brought her laptop to show in class a wonderful painting of Pablo Picasso. This painting called Guernica. I saw in Guernica animals people and destructions. I think this amazing painting depicts a frighten^{ing} event a War. Los + dreams and los + lives + rawel fast in painting. This activity makes me wonder and think. I would like to continue it.



In this lesson we looked at a Picasso's painting called 'Guernica' for 30". Then we wrote down the things we saw. Then we saw it again and repeated the activity and shared our ideas again. This activity was called looking 10x2. In my opinion it was a great lesson and I look forward to the next lesson.



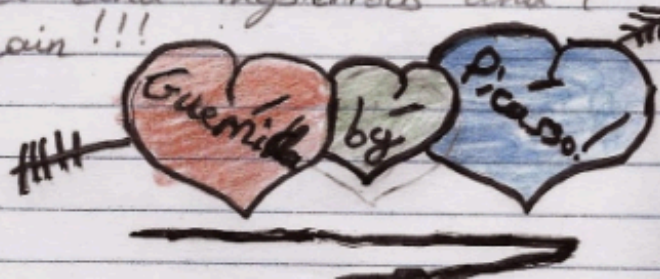
On Wednesday we was occupied with Guernika by Picasso. At first we're looking the painting for 30" and then we made a list about what we saw. My team and I found:

- | | |
|-----------|-------------------|
| 1) an eye | 6) a horse |
| 2) a hand | 7) some triangles |
| 3) a horn | 8) a bull |
| 4) a face | 9) a sun and |
| 5) a lamp | 10) some humans |

After that we shared our ideas in class and we made a circle map with our words or phrases. Some minutes later we repeated the activity and we found more words and phrases like:

- | | |
|-------------------|-----------------------|
| 1) a candle | 6) killed people |
| 2) an ear | 7) a woman was crying |
| 3) a sword | 8) a knife and |
| 4) a box | 9) a small flower |
| 5) an open window | |

It was a very interesting lesson, the painting was great and mysterious and I want to do it again!!!





Naomi Epstein



WHY “VISUALISING IDEAS”?

As a teacher of deaf and hard of hearing students I’m constantly “visualising ideas”. By “visualising” I mean a multitude of things.

This need to visualize everything has become such a part of me (I’ve been teaching for more than 25 years!) that even when lecturing to hearing people I use pictures. I must admit the feedback has been very positive! As you see, I’ve even added a picture here!



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Posted on February 12, 2017 by kierandonaghy





The logo for Film English, featuring a megaphone icon and the text "FILM ENGLISH" in a bold, sans-serif font.

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Posted on September 10, 2017 by kieranodonaghy

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THE IMAGE

IN ENGLISH LANGUAGE TEACHING

Edited by Kieran Donaghy and Daniel Xerri

Preface by Gunther Kress



10. Images on canvas: art, thinking and creativity in ELT

Chrysa Papalazarou
1st Primary School of Chaidari, Greece

This paper draws on my experience with paintings in my sixth grade primary school classroom. The approach involves exposing students to paintings, relating them to topics, structuring students' thinking, and encouraging note-taking and journal writing. It discusses the benefits in terms of the students' attitude towards learning, community building, language, and creative thinking development. The paper also offers two relevant suggestions in the form of lesson proposals.



12. Peace art: words and images interwoven

Magdalena Brzezinska
Freelance, Poland

But think of the glory of the choice! That makes a man a man.

John Steinbeck, *East of Eden*

This paper is based on a workshop originally designed for teenagers and focused on the notion of peace and its renditions in images and art. The workshop combines the use of visuals and literature to trigger discussion and creation. First, peace symbols are examined. Then, we look closely at several peace-related artworks and decide what emotions they evoke. Digging in deeper, students assume the hypothetical characteristics of a chosen character and write an interpretation of one of Banksy's murals from the assumed perspective. Then, the bar is unnoticeably raised – writing prose is followed by creating poetry, i.e., acrostics forming the word "peace". The session is wrapped up by a modified compare-and-contrast activity. For the purpose of the task, striking photos of Aleppo, Syria, before and during the war are shown. Students are left with images that make them reflect and ponder on what happens when peace is forsaken.



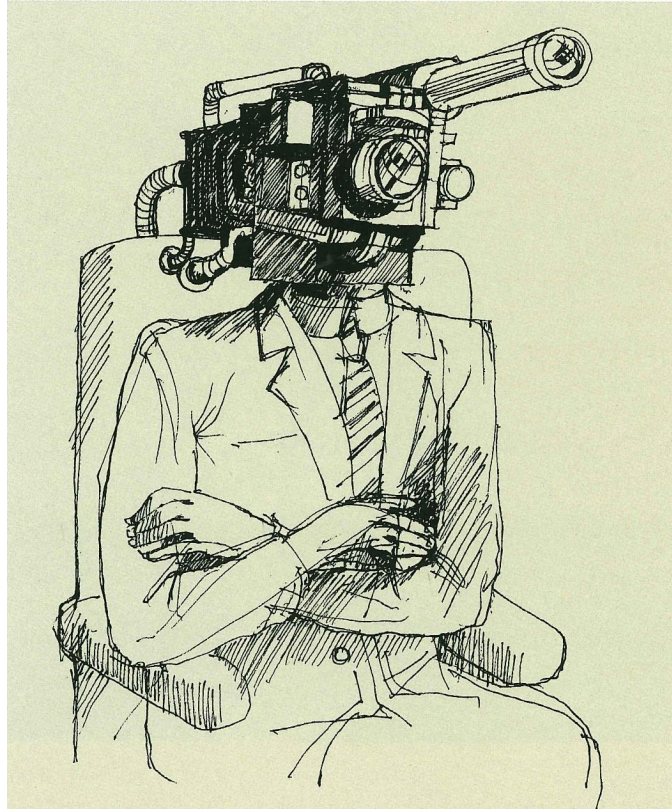
VAC Projects

- Social Justice (will talk about the images on the board in the room and what they mean)
- Example from our very own VAC member, Jade Blue
- Purpose of this exercise (why we asked them to do this today)

THIS SLIDE IS STILL IN PROGRESS



Social Justice image #1





Social justice image #2





Get involved!

Coordinators

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Membership officer

Magdalena Brzezinska

Website manager

Emma Pratt

Publications editors

Vicki Papageorgiou, Nora Hennick
& Anna Whitcher NEED TWO MORE

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Rob Howard & Valeria Franca

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Noray Nagy & Rob Howard

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New York College, Athens, 6th and 7th October



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