



National Geographic Learning



VISUAL LITERACY & THE POWER OF THE IMAGE

Tblisi, Georgia, November 9th 2019
Alex Warren, National Geographic Learning

Learning

ELTNGL.COM
A part of Cengage

National

1.8 billion



photos uploaded every day

Learning

“Writing is being displaced by image as the central mode for representation.”

Bezemer & Kress, *Written Communication*, 2008

On a scale of 1-10 how far do you agree with this statement?



What is visual literacy?

“Visual literacy is a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences.”

John Debes



4000 Years & we are back
to same language 😊🤔



2006 B.C. vs 2016 A.D.



@Sarcastic_Us

@Sarcastic_Us

@Sarcasm101

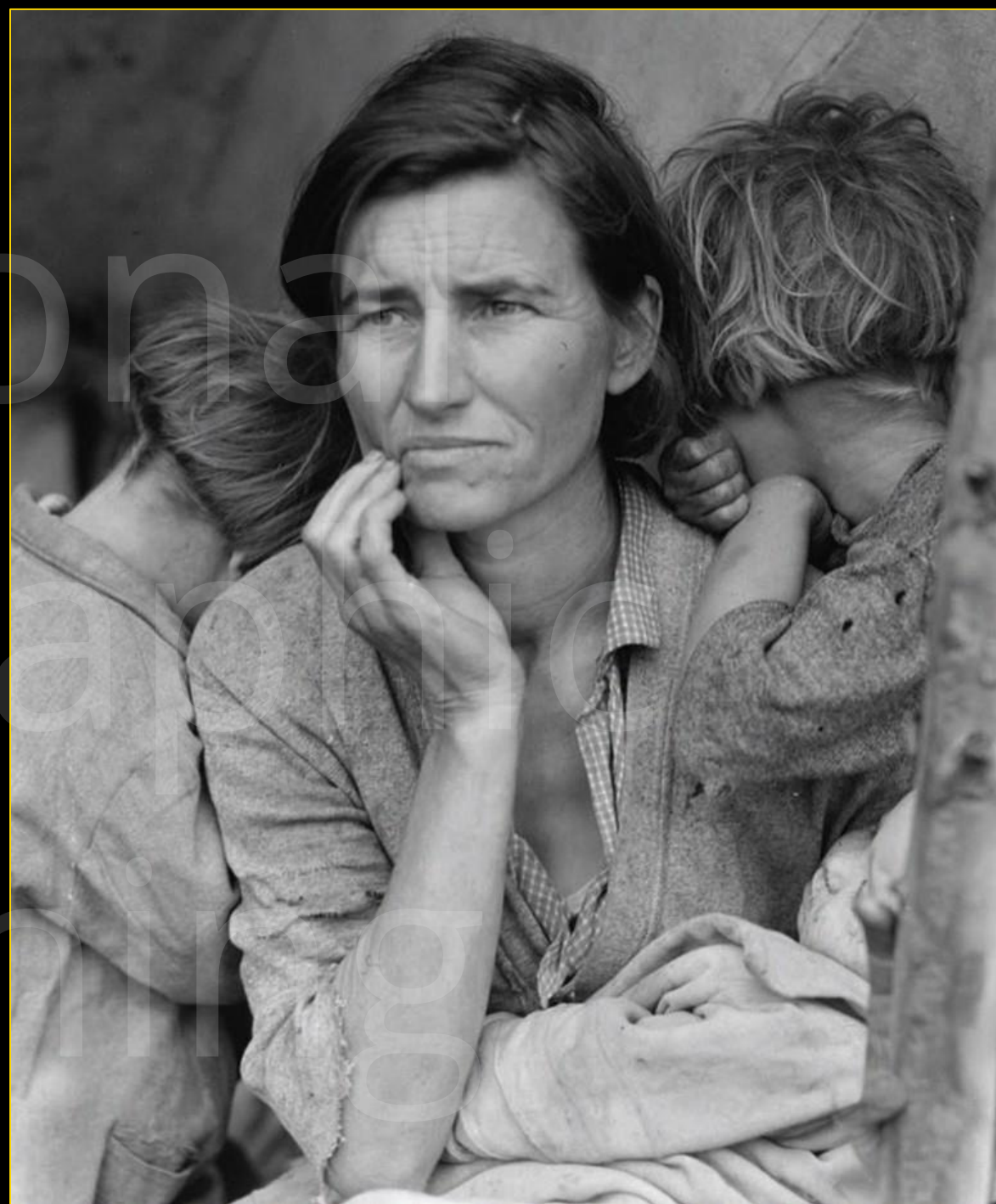


Burj Khalifa, Dubai

“Meaning is communicated through image more readily than print, which makes visual literacy a powerful teaching tool.”

Patricia Edwards, *Reading Today*, 2010

Why are images
such a **POWERFUL**
teaching tool,
especially in the
ELT classroom?





“Although there are few true Kazakh nomads left - most have given up their traditional nomadic lifestyle in favour of a more settled existence - one of their most famous traditions still endures: that of eagle hunting. Eagle hunting is an art that dates back to the days of Genghis Khan.

Wrapped in warm clothes and fur hats to fend off the cold, eagle hunters can still be seen riding their small ponies across the plains of western Mongolia, tracking foxes and other small mammals. An eagle hunter spends ten years with each bird, training it with great skill and patience, forming an intimate working relationship, even sharing with it, the meat of the animals it kills. “



The **picture superiority effect** refers to the **phenomenon** in which pictures and images are **more likely** to be remembered than words.



Picture Superiority Effect

Memory retention after 3 days

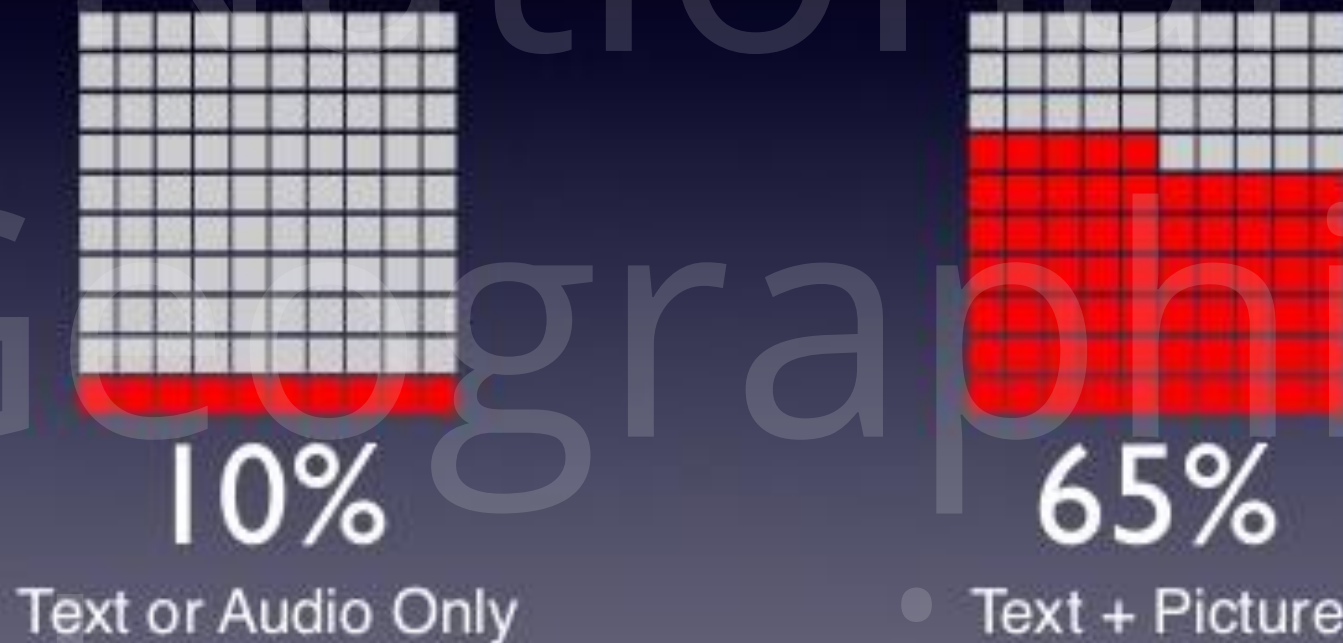
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Picture Superiority Effect

Memory retention after 3 days



European Journal of Cognitive Psychology 18(6), 2006

Picture Superiority Effect

Memory retention after 3 days

“Based on research into the Picture Superiority Effect, when we read text alone, we are likely to remember only 10 percent of the information 3 days later. If that information is presented to us as text combined with a relevant image, we are likely to remember 65 percent of the information 3 days later.”

John Medina, Brain Rules, 2008

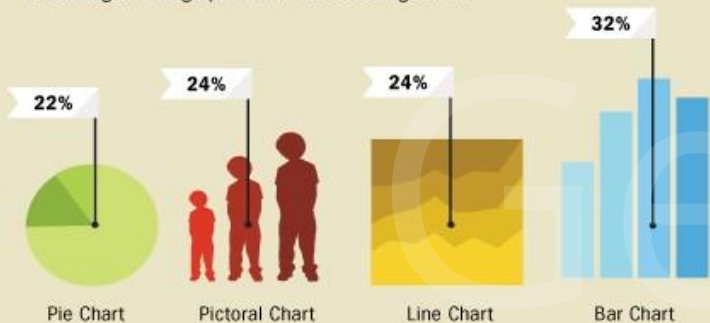
INFOGRAPHIC OF INFOGRAPHICS

Data visualization is a popular new way of sharing research. Here is a look at some of the visual devices, informational elements, and general trends found in the modern day infographic.

DESIGN

CHART STYLE

Percentage of infographics with the following charts:



FONT

■ Sans Serif
 Condensed Sans Serif
 ■ Serif



CONTENT

COUNTRIES FEATURED



THEME

Relative popularity of different infographic themes:



KEY INFO

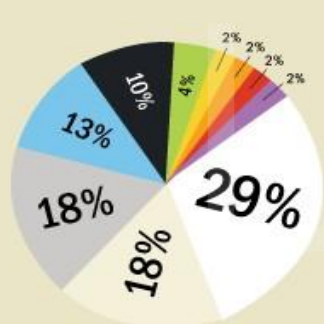
Percentage of infographics with key:



Average number of symbols per key: **5.1**

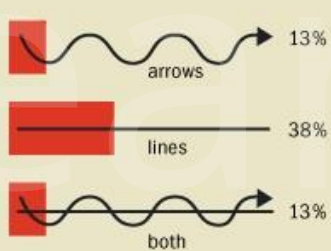


BASE COLOR



NAVIGATIONAL ICONOGRAPHY

Frequency of arrows & connecting lines in infographics:



SECTIONS



CREDITED SOURCES

Average number of sources per infographic: **2.29**



TITLE

Average number of words per infographic title: **4.36**

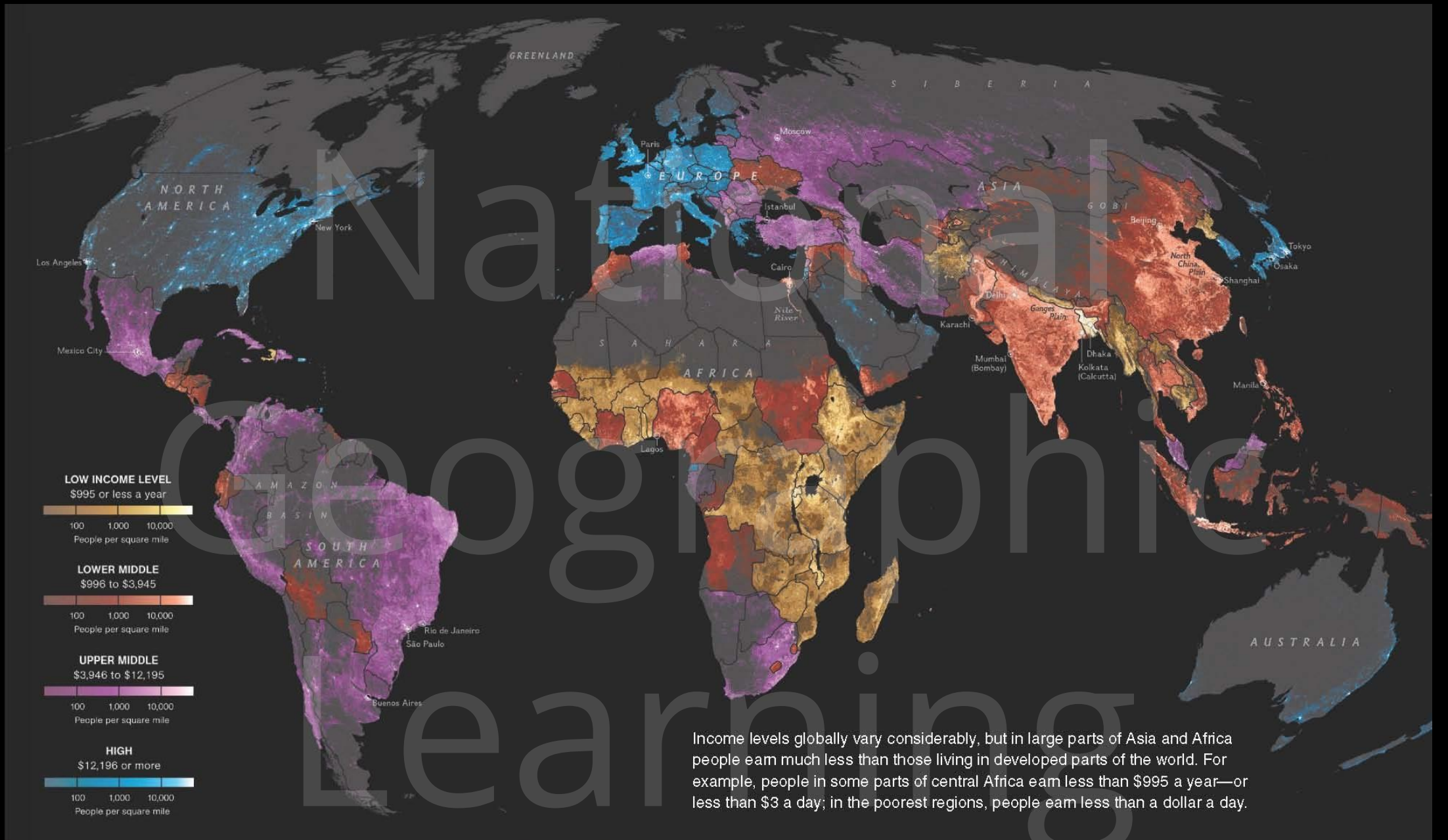
“RICHEST AND POOREST AMERICAN NEIGH

	Anteil der Gesamtbevölkerung (%)						Anzahl Personen (in Tsd.)					
	2008	2009	2010	2011	2012	2013	2008	2009	2010	2011	2012	2013
EU-28	:	:	23,7	24,3	24,7	24,5	:	:	118 007	121 314	124 060	122 897
EU-27	23,8	23,3	23,6	24,2	24,7	24,5	116 584	114 560	116 686	119 930	122 676	121 626
Euroraum (ER-18)	21,7	21,5	21,8	22,9	23,2	23,1	70 642	70 359	71 521	75 130	76 603	75 827
Belgien	20,8	20,2	20,8	21,0	21,6	20,8	2 194	2 145	2 235	2 271	2 356	2 286
Bulgarien	44,8	46,2	49,2	49,1	49,3	48,0	3 421	3 511	3 719	3 693	3 621	3 493
Tsch. Republik	15,3	14,0	14,4	15,3	15,4	14,6	1 566	1 448	1 495	1 598	1 580	1 508
Dänemark	16,3	17,6	18,3	18,9	19,0	18,9	887	962	1 007	1 039	1 057	1 059
Deutschland	20,1	20,0	19,7	19,9	19,6	20,3	16 345	16 217	15 962	16 074	15 909	16 212
Estland	21,8	23,4	21,7	23,1	23,4	23,5	291	312	289	307	311	313
Irland	23,7	25,7	27,3	29,4	30,0	29,5	1 050	1 150	1 220	1 319	1 378	1 358
Griechenland	28,1	27,6	27,7	31,0	34,6	35,7	3 046	3 007	3 031	3 403	3 795	3 904
Spanien (*)	24,5	24,7	26,1	26,7	27,2	27,3	11 124	11 336	12 029	12 363	12 628	12 630
Frankreich	18,5	18,5	19,2	19,3	19,1	18,1	11 150	11 200	11 712	11 840	11 760	11 229
Kroatien	:	:	31,1	32,6	32,6	29,9	:	:	1 322	1 384	1 384	1 271
Italien	25,3	24,7	24,5	28,2	29,9	28,4	15 099	14 835	14 757	17 112	18 194	17 326
Zypern	23,3	23,5	24,6	24,6	27,1	27,8	181	188	202	207	234	240
Lettland	34,2	37,9	38,2	40,1	36,2	35,1	740	808	798	821	731	702
Litauen	27,6	29,6	34,0	33,1	32,5	30,8	928	943	1 068	1 011	975	917
Luxemburg	15,5	17,8	17,1	16,8	18,4	19,0	72	85	83	84	95	96
Ungarn	28,2	29,6	29,9	31,0	32,4	33,5	2 794	2 924	2 948	3 051	3 188	3 285
Malta	20,1	20,3	21,2	22,1	23,1	24,0	81	82	86	90	94	99
Niederlande	14,9	15,1	15,1	15,7	15,0	15,9	2 432	2 483	2 483	2 598	2 492	2 648
Österreich	20,6	19,1	18,9	19,2	18,5	18,8	1 699	1 577	1 566	1 593	1 542	1 572
Polen	30,5	27,8	27,8	27,2	26,7	25,8	11 491	10 454	10 409	10 196	10 128	9 748
Portugal	26,0	24,9	25,3	24,4	25,3	27,5	2 757	2 648	2 693	2 601	2 667	2 879
Rumänien	44,2	43,1	41,4	40,3	41,7	40,4	9 418	9 112	8 890	8 630	8 907	8 601
Slowenien	18,5	17,1	18,3	19,3	19,6	20,4	361	339	366	386	392	410
Slowakei	20,6	19,6	20,6	20,6	20,5	19,8	1 111	1 061	1 118	1 112	1 109	1 070
Finnland	17,4	16,9	16,9	17,9	17,2	16,0	910	886	890	949	916	854
Schweden	14,9	15,9	15,0	16,1	15,6	16,4	1 367	1 459	1 418	1 538	1 519	1 602
Ver. Königreich (*)	23,2	22,0	23,2	22,7	24,1	24,8	14 069	13 389	14 211	14 044	15 099	15 586
Island	11,8	11,6	13,7	13,7	12,7	13,0	36	36	42	41	38	40
Norwegen	15,0	15,2	14,9	14,5	13,7	14,1	701	724	716	705	681	714
Schweiz	18,1	17,9	17,2	17,2	17,5	16,3	1 333	1 338	1 291	1 308	1 350	1 271
EJR Mazedonien	:	:	47,2	50,4	50,3	48,1	:	:	972	1 038	1 038	933
Serbien	:	:	:	:	:	42,0	:	:	:	:	:	3 005

(*) 2009: Bruch in der Zeitreihe.

(*) 2012: Bruch in der Zeitreihe.

Quelle: Eurostat (Online-Datencode: ilc_peps01)



Income levels globally vary considerably, but in large parts of Asia and Africa people earn much less than those living in developed parts of the world. For example, people in some parts of central Africa earn less than \$995 a year—or less than \$3 a day; in the poorest regions, people earn less than a dollar a day.



Why your Brain Craves Infographics

<https://neomam.com/interactive/13reasons/>

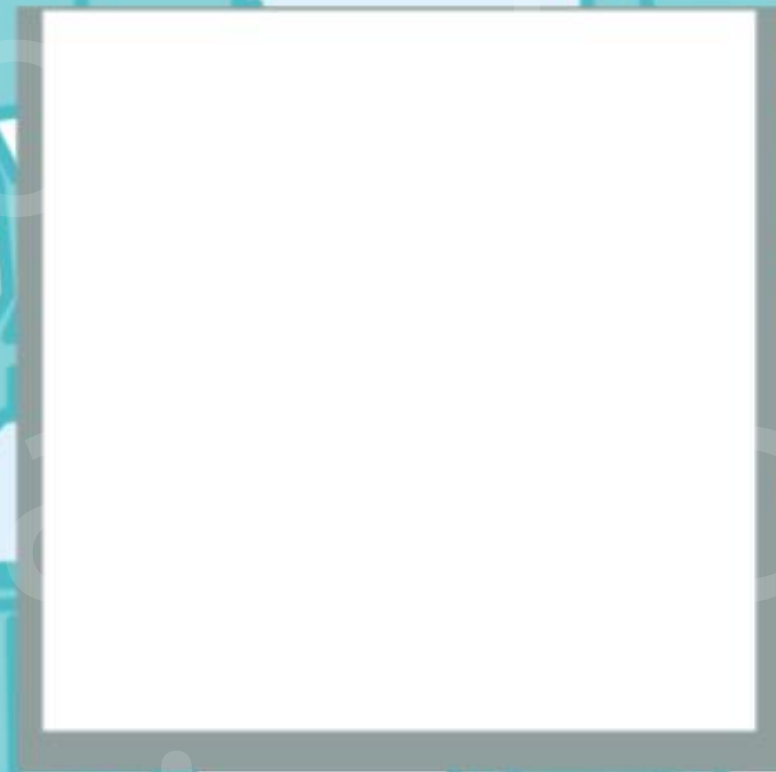
323%



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VS





VS

While you are travelling down this road there is a chance that one or more rocks of varying size may fall from the slopes on one or both sides of you. You should be aware of this before you travel this way so that you are cautious of this particular type of hazard.



OUR BRAIN PROCESSES VISUALS **60,000x** FASTER THAN TEXT



90%

OF INFO TRANSMITTED TO THE BRAIN IS VISUAL



50%

OF YOUR BRAIN IS ACTIVE IN VISUAL PROCESSING



70%

OF YOUR SENSORY RECEPTORS ARE IN YOUR EYES



40%

OF PEOPLE RESPOND BETTER TO VISUALS

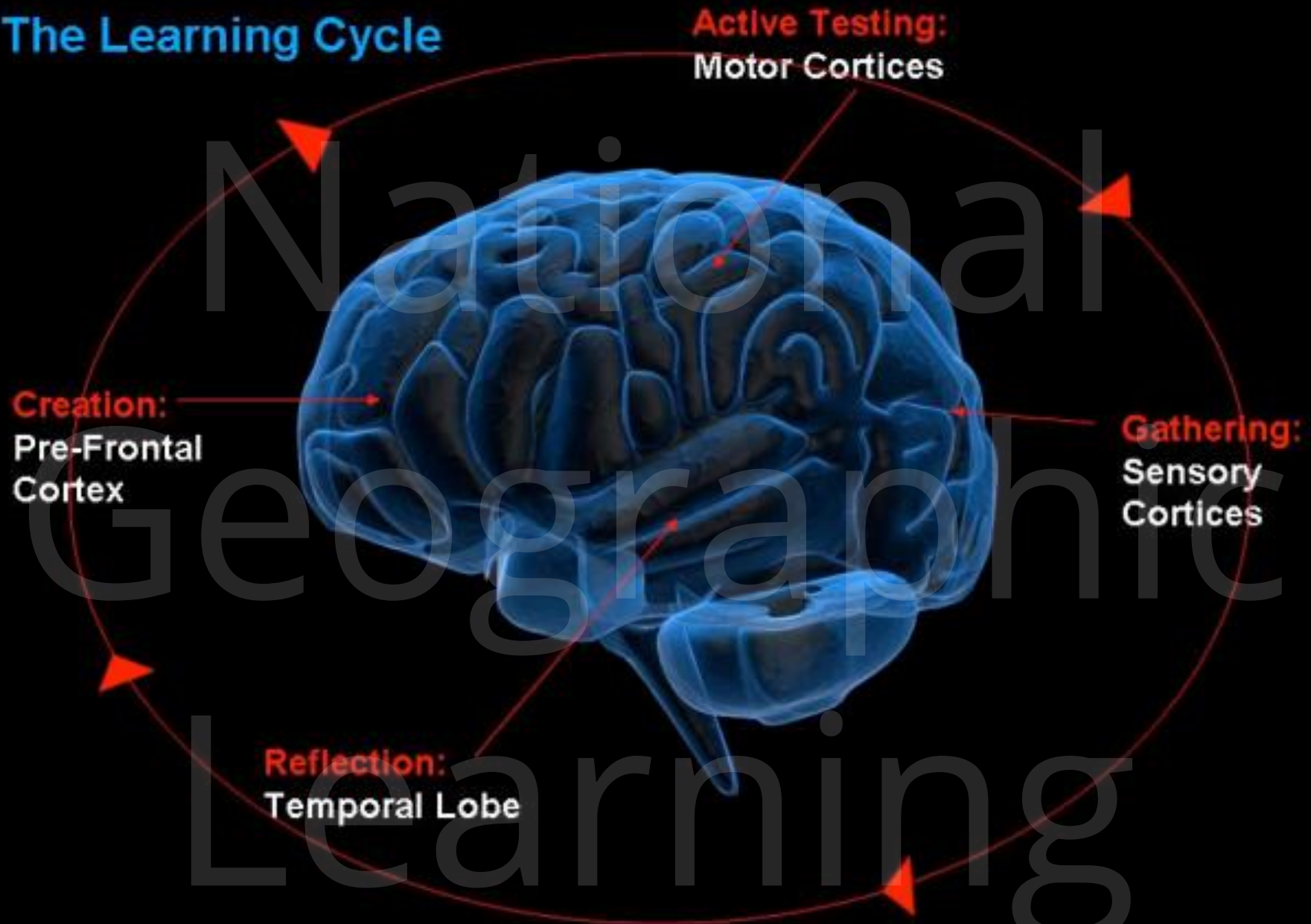


“In our mind, our life is a trail of images, one leading to another to another. Our brain senses the world, but our mind comprehends it, and the vehicle that carries us along this journey is the image.”

Professor James E. Zull, *The Art of Changing the Brain*



The Learning Cycle



The Art of Changing the Brain, Zull, 2002

Vocabulary hobbies

1 **▶ 117** Look at the words and pictures.
Listen and number the words.

climbing cooking dancing
painting reading shopping
singing walking

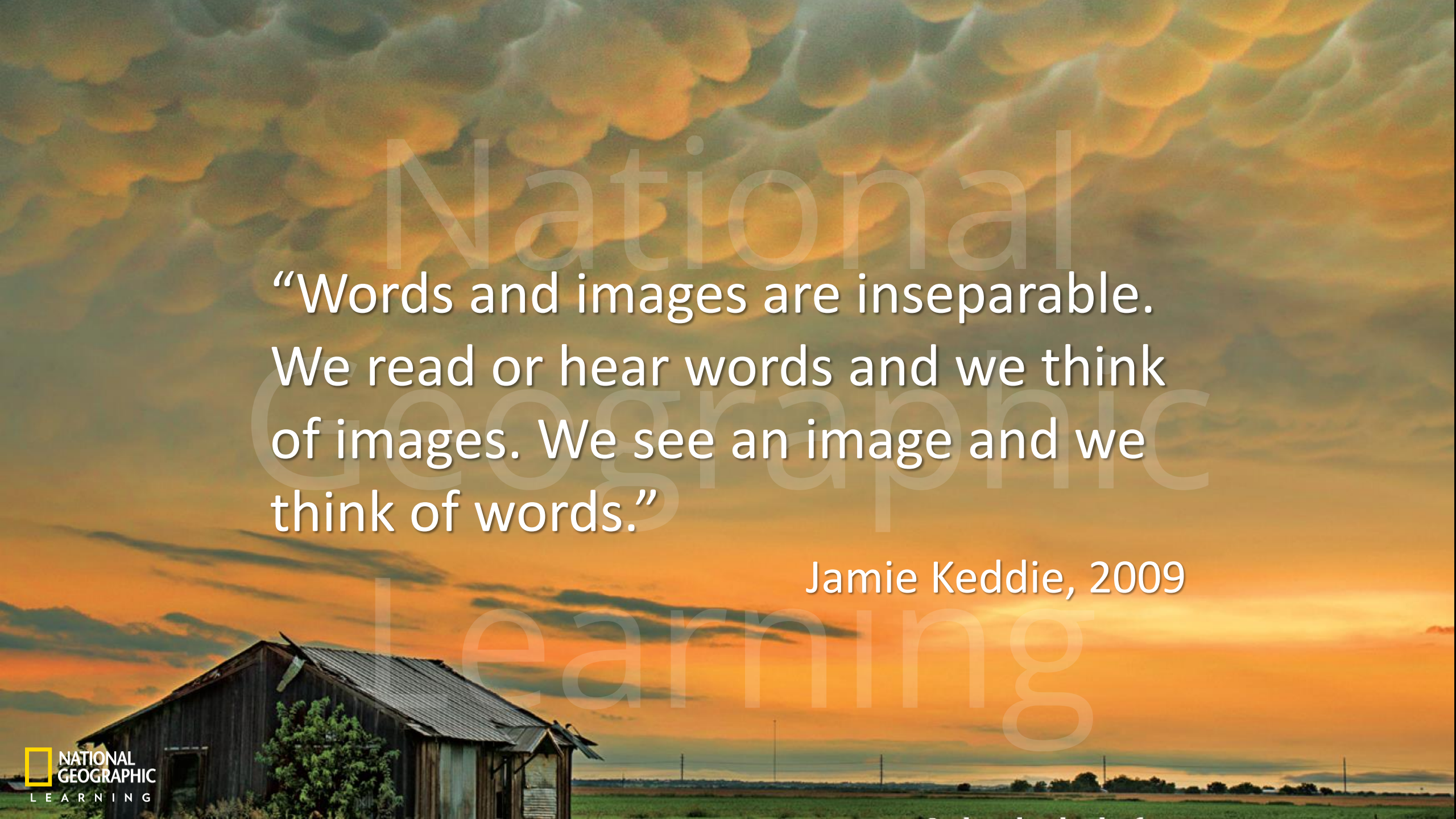


Vocabulary clothes

1 Match these words with the photos.

bag belt coat dress jacket jeans
leggings scarf shirt shoes shorts skirt
socks suit sunglasses tie top trousers
trainers T-shirt uniform





“Words and images are inseparable.
We read or hear words and we think
of images. We see an image and we
think of words.”

Jamie Keddie, 2009



A mahout (elephant driver) bathing his elephant
Photograph by Robert Harding



best friends
long lost friends
best buds
old acquaintances
brotherly love
brother from another mother
true friends

an odd couple
a faithful companion
blood brothers
a passing acquaintance
mutual respect
partners in crime
a strange alliance
BFFs



A mahout (elephant driver) bathing his elephant
Photograph by Robert Harding



Geographic Learning

“What is the use of
a book”, thought
Alice, “without
pictures or
conversations?”

Lewis Carrol





curiosity

[kjʊəri'psiti]

a strong desire to know
or learn something



“The more curious a child is, the more he learns. Nurturing a child’s curiosity is one of the most important ways you can help them become a lifelong learner”

Tips on Nurturing Your Child’s Curiosity

An unusual fountain at Leper, Ypres, Belgium – a solitary tap, suspended in mid-air and running continuously









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“Without
image,
thinking is
impossible”

Aristotle



Three Dimensions of Viewing

AFFECTIVE/ PERCEPTUAL

How does the image make you feel?

Why does it make you feel this way?

What other images come to mind when you see it?

What personal relevance does it have for you, if any?

What does the image remind you of?

Do you identify with or relate to the image in any way? If so, how?

Do you think the image is positive or negative? Or do you feel indifferent towards it? Why?



Goldstein, 2016, *Visual Literacy in English Language Teaching: Part of the Cambridge Papers in ELT series*, CUP

Three Dimensions of Viewing

COMPOSITIONAL/ STRUCTURAL

What elements can you see in the foreground/background, etc.?

What text accompanies the image, if any (a caption, a title, etc.)?
What does it add to the image?

How is the image framed or composed?

What do you think lies beyond the frame?

From what angle or point of view has the image been taken?

Which parts of the image are centrally focused?

What has been altered, omitted from or included in the image?



Goldstein, 2016, *Visual Literacy in English Language Teaching: Part of the Cambridge Papers in ELT series*, CUP

Three Dimensions of Viewing

CRITICAL/ IDEOLOGICAL

What message does the image transmit?

Who created it?
For what purpose and in what context?

In what forms of media will the image be seen?

Who is the intended audience for the image?

In what context did you view the image?
The original context or another one?
What is the difference?

In how many different ways could
the image be interpreted?

Are any of the images stereotypical, idealized,
non-representative or anachronistic?



Goldstein, 2016, *Visual Literacy in English Language Teaching: Part of the Cambridge Papers in ELT series*, CUP



Who?
Where?
What?
Why?
How?



In his work created in the summer of 2011 at his Beijing studio, Chinese artist Liu Bolin blends into a background of a supermarket soft drinks display. When his assistants had finished painting him in, he seemed to have disappeared. Entitled 'Plasticizer', the piece expresses Bolin's shock at the discovery of plasticizer in food products. Plasticizer is normally used to make materials like cement more flexible.

Who?
Where?
What?
Why?
How?



Jeongmee Yoon is a South Korean photographer. When her daughter was five years old, she loved pink. So her mother photographed Seewoo in her bedroom with all her possessions. There were plastic toys, animals, dolls, books, clothes, jewellery, make-up and things for school. And everything was pink.

The photograph gave Jeongmee an idea. She asked parents if she could photograph their daughters with their possessions. Many of these girls were like Seewoo and had lots of pink things. Jeongmee says: 'My daughter is not unusual. Most other little girls in the United States and South Korea love pink clothing and toys.'

Next, Jeongmee photographed boys with their possessions. and most of their possessions



girls typically liked pink make-up, clothes, or toys for cooking.

Jeongmee's pink and blue photographs show how important these two colours are in the lives of young children. Jeongmee thinks children see them on television and in advertisements and so parents buy products for children in these colours; for example, superheroes in films wear blue and dolls like Barbie wear pink.

The historian Jo Paoletti of the University of Maryland says 'pink for girls and blue for boys' wasn't true in the past. In the 19th century, people wore clothes of different colours, so men also wore pink and women wore blue. And in 1914, one American newspaper even told new mothers to 'use pink for the boy and blue for the girl.' But in the 1950s, this started to change in


Images + Text

=

increased

comprehension



Looking after it
Food and water
Empty cage
Searched everywhere
Having a bath 



Interview the Picture

Imagine you're going to interview this man. What questions would you ask him?



Van Gogh's self-portrait at
the Musée d'Orsay
Photograph by Raul Touzon

Use this image in an advertisement and write a slogan. You are either...

- a bicycle manufacturer
- an environmental organisation
- a manufacturer of electric cars





https://eltngl.com/watch/videos/voices_rubensalgado.html

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4f Art for the people



Spy Booth: an artwork by graffiti artist, Banksy, next to a public telephone box in Cheltenham, UK

Images...

Elicit an emotional response

Engage, interest & motivate

Encourage curiosity and critical thinking

Support understanding of discourse

Support speaking activities

Stimulate debate & discussion

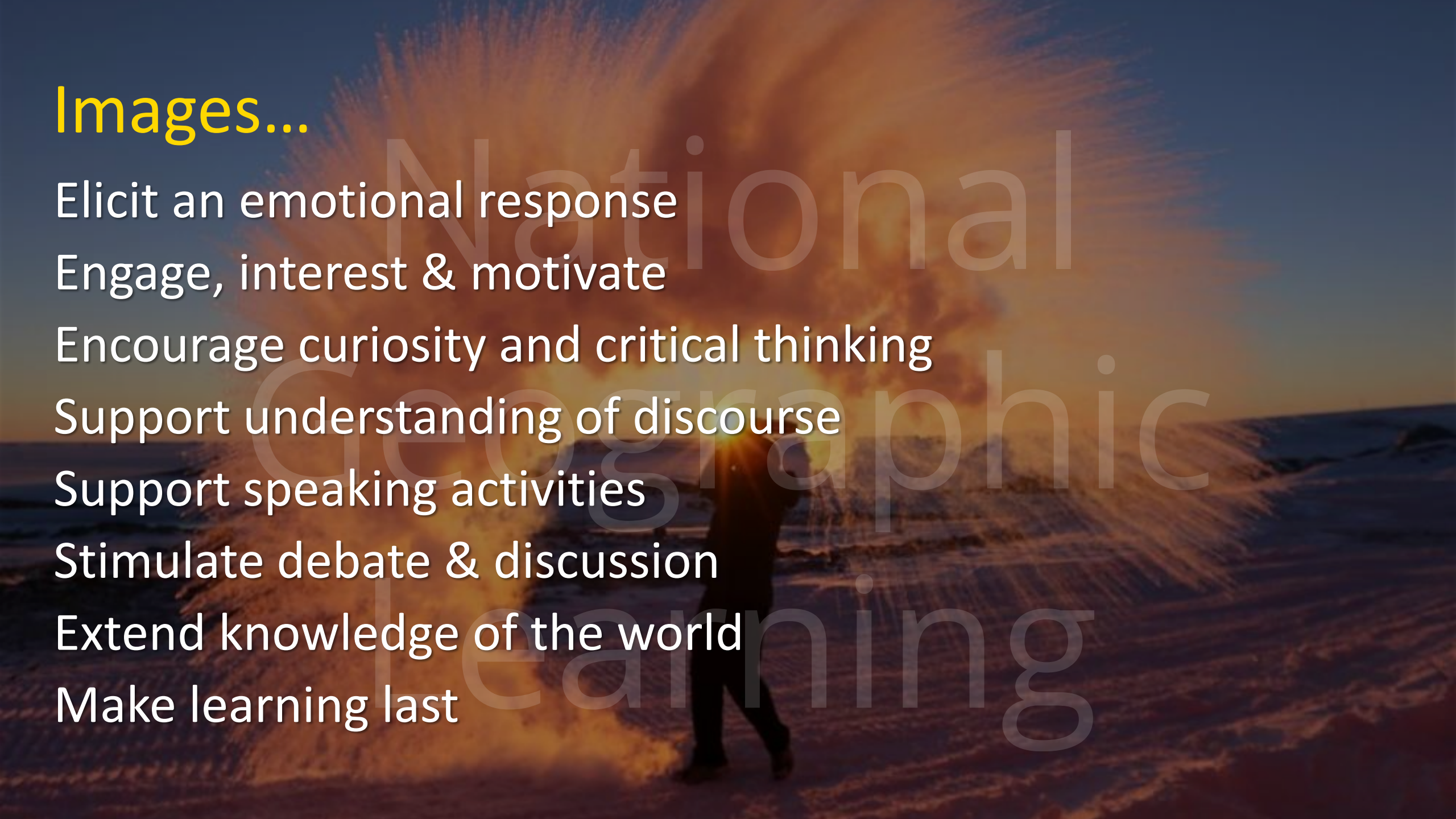
Extend knowledge of the world

Make learning last

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A golden eagle with a Kazakh hunter, Mongolia



“**Images** speak to us. They give rise to outbursts of emotion, thought and curiosity. They bring back **memories** and remind us of the experiences we have had. Images refresh the part of the **brain** that words alone fail to reach.”

Jamie Keddie



Thank you for your participation!

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Further Reading

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