Visual Storytelling

Using Photography to Teach English Language Adult Learners.

Leonardo Espinosa for First Literacy
April 15, 2016
Background

Need for increased learning autonomy

Increase the learning and application curve

Reframe “workforce development”
How do we teach?

**Surface Learning**
- Disjointed new info
- Abundant knowledge, disorganized
- Focus on memorization and recall
- Knowledge and facts, no reflection

**Deep Learning**
- Knowledge related to previous
- Content part of a coherent whole
- Focus on “problem-solving,” analysis - application
- Link concepts/principles to everyday experience
Flipped Classroom

- Learner-centered
- Swarming classroom: shared responsibility, mutual empowerment and accountability, autonomous learning, critical thinking and analysis
- Collaborative: both TT and SS
- Swing between Surface and Deep learning modes, and resolve on application
Visual Literacy Primer
Photos Alone = 1.8B+ Uploaded & Shared Per Day...
Growth Remains Robust as New Real-Time Platforms Emerge

Daily Number of Photos Uploaded & Shared on Select Platforms,
2005 – 2014YTD

- Flickr
- Snapchat
- Instagram
- Facebook
- WhatsApp (2013, 2014 only)
Apachhuillistli

[x diagram content]

Tanto como sigan

[x diagram content]
IF WE EVER HAVE REAL EQUAL RIGHTS LAWS

When Women's Libbers or Racial Leaders or Gay Protestors talk about "Equal Rights," they usually mean Equal Rights for their own people, but not necessarily for everyone. This misunderstanding can cause big problems in a country like ours where most people belong to several different minority groups by reason of their race, religion, height, weight, occupation, personality quirks, intelligence, politics or preference for chunky style peanut butter over plain. MAAC maintains that matters won't get any better until laws exist that treat every one of these forgotten minorities equally—whether they want equal treatment or not. Here's a peek at what the future may hold.

CHAR-R-R-GE!
NOTE UNDER THE SPECTATORS EQUAL RIGHTS LAW ORGANIZED MASS CHEERING CANNOT BE REQUIRED OF INTROVERTS, INTELLECTUALS OR OTHER MINORITIES WHO REGARD SUCH STUPID BEHAVIOR AS DEMEANING.

NATIONAL VEEFLFETZER
Dear ale,
In response to your feeble letter of Jan. 14, this is to inform you that all was despatched as per your instructions from our end.

ATTENTION MANAGEMENT PERSONNEL:
THE TWA FLIGHTS WOMEN RIGHTS ACT MAKES IT UNLAWFUL TO DISCRIMINATE AGAINST PILots BASED ON THE BASIS OF THEIR RELIGION, RELIGIOUS BELIEFS, NATIONAL ORIGIN, SEX OR ANY OTHER CONSIDERATION. THIS LAW BY ITSELF CARRIES WITH IT A PENALTY OF 10,000 DOLLARS AND IT IS SUBJECT TO FINE OF 25,000 DOLLARS, IN addition to any other penalties provided by law.

ATTENTION AMERICAN UNION, Daktivist: IT IS POSSIBLE TO MAKE PROTESTS AGAINST THE DEMEANING BEHAVIOR OF MANAGEMENT PERSONNEL.

CHUBBY'S ANGELS
666 8th Street, Bostan

LIONEL UNION PLUMBERS
WHY DUDIES DINT NUTHIN AT ALL

TENNESSEE WEDDINGS
666 8th Street, Bostan

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THE VEIL

This is me when I was 10 years old. This was in 1980.

And this is a class photo. I'm sitting on the far left so you don't see me. From left to right: Golnaz, Mansheh, Nareen, Mina.

In 1979 a revolution took place. It was later called "The Islamic Revolution".

Then came 1980: the year it became obligatory to wear the veil at school.

We didn't really like to wear the veil, especially since we didn't understand why we had to.

It's too hot!

Execution in the name of freedom.

Give me my veil back!

You'll have to lose your feet!

Dios! I'm the monster of darkness.

God save!
Believe we're not a rich people, but I think we livin' fair.

We're not suffer'n. Like I know lots of people are having a rough time to live on this world because of the CRISES of the world.

My wife, sometimes she tired of stay'n here. I try to take her out as much as possible. Not to parties or clubs, but to stores and sometimes to drive-ins and so on.

She's used to funerals too. I gotta eat at noon and she asks me—

HOW MANY FUNERALS YOU GOT TODAY?  OH, WE BURIED 2.

HOW MANY MORE YOU GOT?

ANOTHER.

Some other people you go to your office, they say, "HOW MANY LETTERS YOU WRITE TODAY?" Mine says, "HOW MANY FUNERALS YOU HAD TODAY?"
images are texts
Images and the Brain

“…up to 85 percent of the brain is dedicated to processing and making sense out of the visual stimulation that flows in at an astonishing rate.”

[Nsct’s believe that the brain begins categorizing and making sense of an image within 150 milliseconds of the first glimpse. We use this capability to convert words into pictures in our minds.]

-Stephen Apkon, “The Age of the Image”
Language in the Brain

Hearing Words

Seeing Words

Speaking Words

Thinking About Words
The Hippocampus
“...many of the processes by which we use language place high demands on and receive contributions from the hippocampal declarative memory system. The hippocampal declarative memory system is long known to support relational binding and representational flexibility.”

“There cannot be language development isolated from memory—both functional (working) memory, and identity-building (“autobiographical”) memory.”

Leonardo Espinosa

[Self-produced images (photography) can mediate and lessen the short memory load and make the recalling process more efficient (image-word-grammar structure).]
images are ____
“images are text”

What does this mean? Do you agree? What’s the potential of this assertion for ELL’s?
Picture Word Inductive Method
Pictures in the PWIM

• Develop content knowledge, and EL usage simultaneously

• Picture—a stimulus (reading, writing, word study)

• “Shake Out” meaning
• Evocational
• Reinforcing
• Accessible
“Discursive” Analysis of Images

Objective:

Increase communicative competences

Linguistic, Discursive, Pragmatic, Sociolinguistic, Sociocultural

[Refer to the handout “Producing and Reading Images in the ESL Adult Classroom,” and use the Storytelling Exercise handout; for your students, you can eliminate the Image and Linguistic Grammar categories, those will serve to guide you.]
A groom shoots his bride with "Cupid's arrow" during their traditional Yugur wedding in Gansu Province, China. The shooting of the arrow (without an arrowhead) represents their everlasting love. | (Wang Jiang/Sipa Asia/ZUMA Press/Corbis)
Bulgarian Muslim bride Fatme Kichukova has her face painted by the female members of her family. The ancient, face-painting tradition is called gelena in Bulgarian and is unique to the remote, largely Muslim village of Ribnovo, Bulgaria. | (REUTERS/Stoyan Nenov)
Preston Gannaway, Twins, 2013.
And... Liberty for All, Leonardo Espinosa, 2013.
The Visual Storytelling Project
“…the spoken word flows from our reading of the world.”

-Paulo Freire
Summary

• Exploration of the relationship between producing photographic images and language

• Go beyond prompters and schema stimuli

• Construct visual narratives to generate written language
Goals

• Develop effective communication strategies at every level of instruction

• Enable students to use language as imagery
  
  • Lessen the cognitive complexity of L2

• Code and decode meaning from images

• Engage learners on issues of memory, identity, community, social awareness
<table>
<thead>
<tr>
<th>Student</th>
<th>Initial Sample</th>
<th>Final Project</th>
<th># of words: # of sentences: # of hard words</th>
<th>Lexical Density &amp; Fog Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1 (AD)</td>
<td>Unable to produce a writing sample</td>
<td>4 paragraphs, 16 poem-like lines</td>
<td>96; 5; 12 (12.50%)</td>
<td>66.67% 12.68</td>
</tr>
<tr>
<td>Student 2 (DZ)</td>
<td>54 words; 3 incomplete sentences; made up words</td>
<td>5 paragraphs; coherent and good sentence structure</td>
<td>328; 19; 23</td>
<td>54.57% 9.71</td>
</tr>
<tr>
<td>Student 3 (FA)</td>
<td>12 words; Spanish and English mixed</td>
<td>12 coherent paragraphs; well organized ideas</td>
<td>438; 23; 24 (5.48%)</td>
<td>50.23% 9.81</td>
</tr>
<tr>
<td>Student 4 (PR)</td>
<td>Unable to produce a writing sample</td>
<td>5 short paragraphs on immigration</td>
<td>215; 12; 13 (6.04%)</td>
<td>55.4% 9.43</td>
</tr>
<tr>
<td>Student 5 (DG)</td>
<td>Unable to produce a writing sample</td>
<td>3 paragraphs on her life as an au-pair</td>
<td>226; 3; 11 (4.87%)</td>
<td>51.77% 47.15</td>
</tr>
<tr>
<td>Student 6 (YR)</td>
<td>A single short sentence with grammar mistakes</td>
<td>One single short paragraph with better structure</td>
<td>66; 5; 5 (7.58%)</td>
<td>66.67% 8.31</td>
</tr>
<tr>
<td>Student 7 (HA)</td>
<td>3 sentences; good sentence structure but many grammar mistakes</td>
<td>A short article on homelessness (20 paragraphs), well written and researched</td>
<td>882; 54; 83 (9.41%)</td>
<td>44.33% 10.30</td>
</tr>
</tbody>
</table>
Challenges

• Time-consuming, high-commitment process

• Mixed interest from learners, mixed technical savviness

• Not “cohort-friendly”

• Workflow is non-linear in practice (phases disrupt each other) [refer to the Visual Storytelling project process handout]

• Storytelling rubric is impractical
Applications

• “English Through Photography” club, lab, class

• Photographic tasks with single pictures or short sequences

• Reinforcing lesson/unit activities: Photo scavenger hunt; produce an “instructable”; shoot “a day in my life”

• Reverse the process in activities that use PWIM
Using Instagram. 1. Take a picture a week (e.g., related to a lesson); make your students write in the comments according to your objectives (vocabulary words, parts of the speech, a short sentence, a paragraph, etc.). Use hashtags # for easy reference. 2. Have your students provide their pictures (e.g., vocab photo scavenger hunt) using specific hashtags for grouping.
Resources

