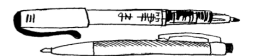
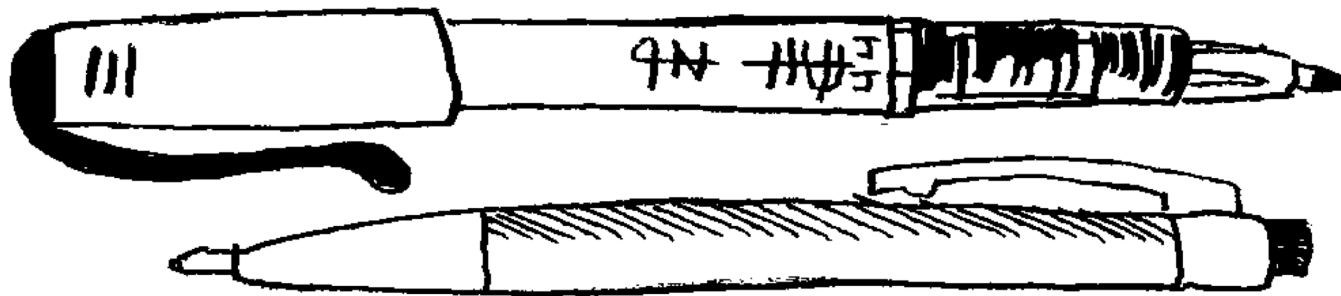


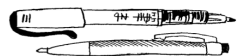


Drawing in the ELT Classroom to Explore Social Justice





- Visuals and Global Issues
- Introduce practical activities for the learner as springboards for discussion
- How the teacher can use drawing to aid comprehension

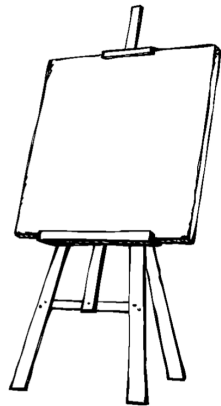




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VISUAL ARTS

Deeper discussion
& engagement



LINGUA FRANCA

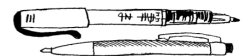
Shared language

GLOBAL CITIZENS

Global Issues

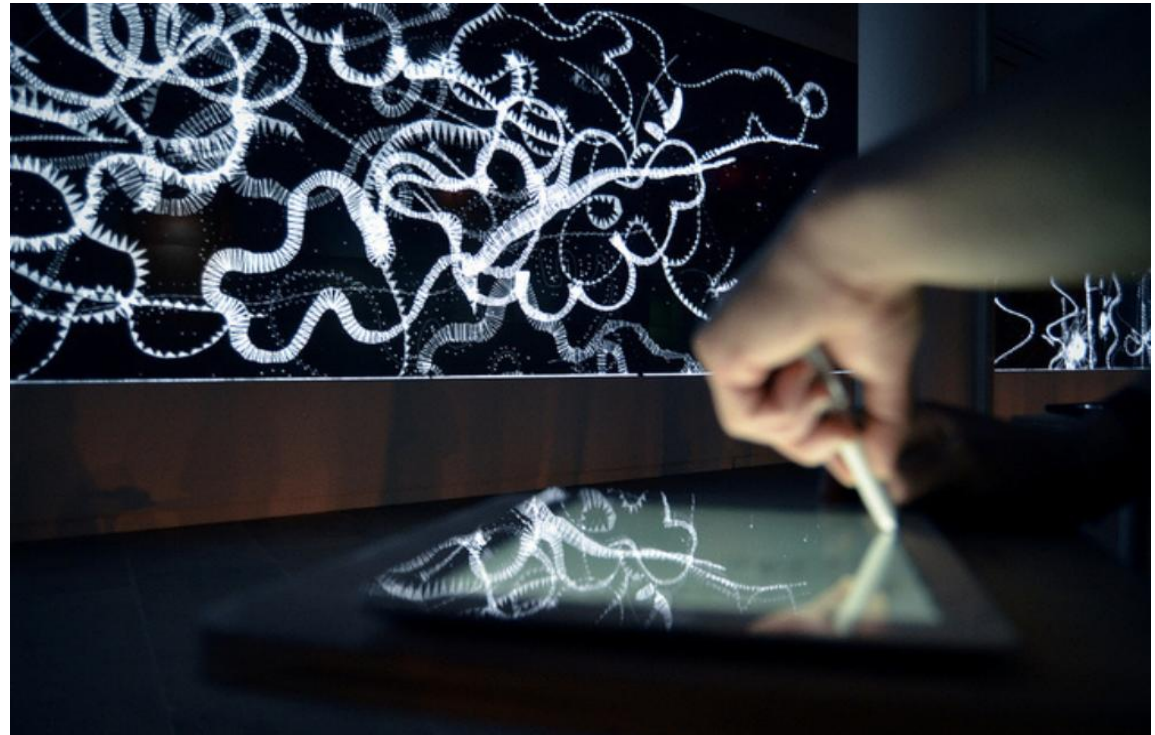


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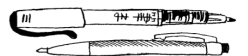
Why drawing?

the act of drawing as a means of exploring language leads to a deeper more memorable, and personalised connection



From: *Inkscape: el performance del dibujo* 2013

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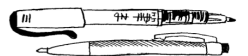


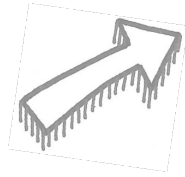


What does a child need to SURVIVE and THRIVE in today's world?

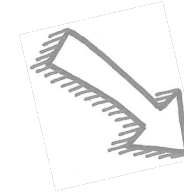
child

Whose responsibility is it to provide these things?



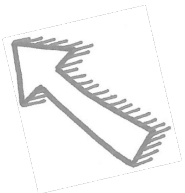


What should the individual
contribute to society?

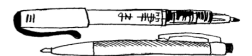
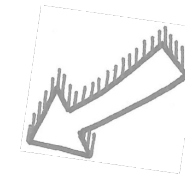


individual

society

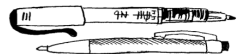


What should society
provide for the individual?



What happens when the individual doesn't
contribute these things to society ?

What happens when society doesn't provide
these things for the individual?



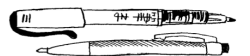


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teacup

pictogloss

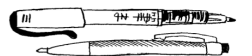
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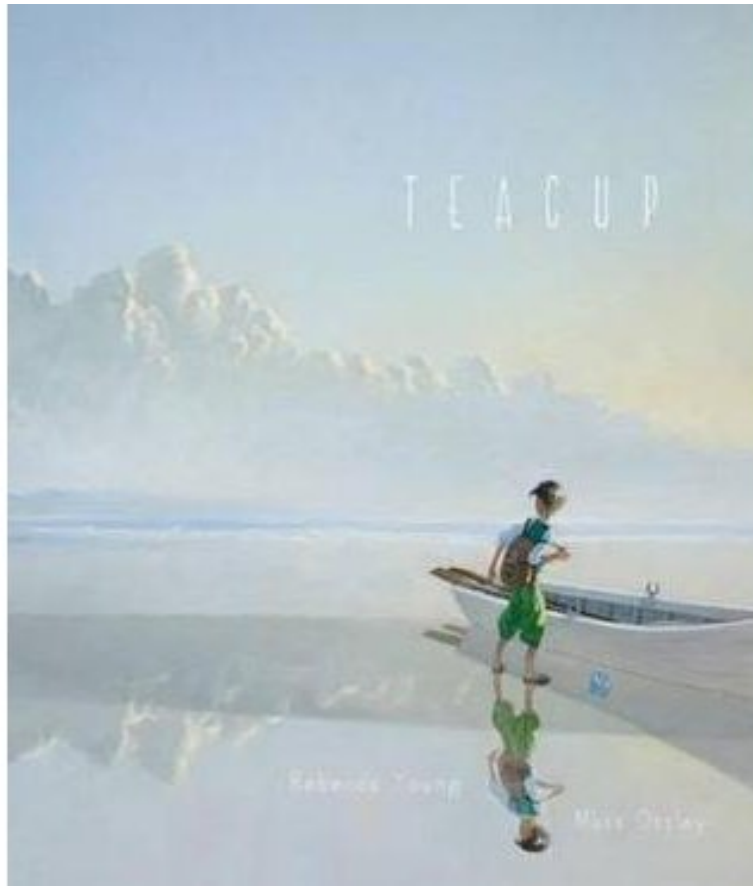
Where do you think the girl with the broken egg cup has come from?

What might the egg cup symbolise?





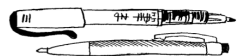
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Teacup

by Rebecca Young (Author), Matt Ottley (Illustrator)
Dial Books (4 Oct. 2016)

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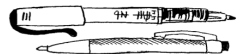
Conceptualising Language: Learner Generated Visuals

Friday 13 April
12:05 - 12:50
SYNDICATE 4

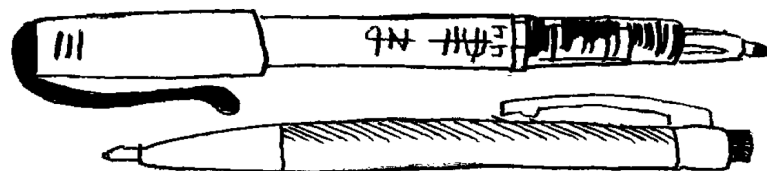


A Chaotic Mind: 2014/06/inside-chaotic-mind.html

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jadeblueefl.wordpress.com
jadesdoodles.wordpress.com

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