Overview

- About CAPL
- Need for Authentic Images
- Image Types:
- Uses in the Introductory Levels
  - Vocabulary Acquisition
  - Cultural Comparisons
  - Story Telling
  - Example of Grammar
- Uses in the Advanced Levels
  - Object Clarification
  - Literature
About CAPL

- **Visual Lexicon for Languages**
  - The only authentic visual lexicon. All other visual ‘dictionaries’ share images among languages!

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- **Browse and Search functionality**
  - A simpler database makes items easier to find
  - Try searching with partial words, it works!
Need for Project

- Overuse of culturally inauthentic images in CALL software and web
- Lack of organized database for simple objects
- Increasing need for legally usable images for FL educational community

Rosetta Stone uses the same, culturally generic images. These images have little use in the real world and no cultural context in which to place them.
Image Types: Objects

We use images in many places as visual clues. Handouts, posters, web sites. These simple images awaken vocabulary, spark interest, and indicate a lot about the culture of an area. In many cases, these objects do not exist in the home culture or are significantly different. Instead of using clip art, use CAPL images.
Many images tell a story that requires a basic cultural literacy to tell. This train sign is full of basic cultural knowledge that must be learned in addition to the vocabulary. Use the cultural items to help tell the story and reinforce vocabulary and verbs that are inherently imbedded in the image.
Multi-layered media means that the object has many other forms of information associated with it. Students can talk about purpose, context, time, cost and how these images differ or are similar to their home culture.
Narrative images or image sets are clearly designed to help us tell a story. The story can be from literature as depicted above from a Fairy-tale, or can be an everyday story. The important point is to place it within a cultural context. In literature, the context can be literary. While most images are best used in the elementary levels, narratives and storytelling are good techniques to use as students advance.
How to use images

- Match objects in the image with verbs, placing verbs in context:
  - Customize verbs for students
  - Have students fill in the ‘blanks’ with sentence examples.
- Vocabulary / Grammar in Context
  - Modify your instructional content by providing situational examples
  - Cluster your vocabulary, find images that utilize more than one vocabulary point or help review older vocabulary.
- Highlight slight or extreme cultural differences
  - When you teach with images focusing on the cultural context, you prepare students to effectively interact within that culture, even at the most elementary levels.
- Have students explain how something works
  - Students who demonstrate cultural knowledge while using the target language are empowered to use that language when they travel or study abroad. Make this a long-term goal for the class.
Vocabulary Use Example:

- **Image description**
  - Ask the students to provide a basic description of what they see in the image. This encourages the use of elementary vocabulary such as numbers, location, and forces the use of the subject in the photo. Here, a bus or Oranges. This places the elementary vocabulary within a cultural context for the students. Start using authentic images at the earliest stages of language learning.
Vocabulary: Always in Context

Vocabulary learned within context of purchase.

Possible question words: *How many? Which? What? (Acc) Where from?*

Verbs used: *to want, order.* Grammar: *Direct Objects, use of numbers and weight*

*This simultaneously reinforces multiple elementary vocabulary items while providing a context in which students can remember and later use the vocabulary.*
Cultural: Comparisons

Students talk about their daily / weekly routine. Shopping habits are compared here.
Culture: Clarification

Images can be used to quickly show what something is instead of describing it. This can be used for objects, but is particularly useful for art, architecture, and other aspects of culture.
A great way to use the target language in class is to explain an aspect or tradition of the local culture. Images can be utilized for cultural instruction by the teacher. Later, students can narrate their own stories about cultural practices.
CAPL Future

Expansion into following areas:

- Arabic
- Chinese
- ESL (North American)
- French
- German
- Italian
- Japanese
- Portuguese (Brazil)
- Portuguese (Portugal)
- Russian
- Spanish (Central America & Caribbean)
- Spanish (Mexico)
- Spanish (Southern Cone)
- Spanish (Spain)
- Ukrainian

Contact CAPL if you would like to contribute images or if you are interested in editing a collection without an editor (See our about page) If you have expertise and access to photos for a language not listed, we are willing to expand to add any language that meets our guidelines.
http://capl.washjeff.edu

- The CAPL Project thanks you!
- Please visit, post the link, encourage contributions!
- Contact: capl@washjeff.edu