

Writing and Talking about Pictures

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The 84th Biennial Convention of
The Alexander Graham Bell Society

Course Objectives:

- Define effective instructional illustrations that support expanded written language.
- Identify areas of written language that are expanded by the use of graphical elements in instructional illustrations.
- Discuss the research basis for evaluating effective instructional illustrations.

Course Concepts:

- The population of students who are hard of hearing is heterogeneous, and varies in type and severity of hearing loss, use of amplification, amount of service, and other learning challenges.
- Despite intelligible speech and apparently adequate language, children who are hard of hearing *may* exhibit delays in areas that have an impact on written language performance.
- Language development and visual literacy development interact, eventually resulting in mental imaging skills vital to reading and writing ability.
- Combining visual images with verbal mediation has been proven to be effective with a wide variety of students and is used in many intervention programs.
- Visual/verbal mediation results in increased length and improved language quality in many children, both typically hearing and hard of hearing.
- A viewer may interpret a picture differently than the designer originally intended.
- Pictures containing certain parts (graphic elements), are interpreted differently than pictures without those elements.
- Picture sequences used to enhance narrative writing can be made more effective through the addition of graphic elements *and direct instruction about their meaning and the language that expresses that meaning.*
- Individual students may vary in their response to visual/verbal mediation, depending on their strengths and needs.

Graphic elements, when used during visual/verbal mediation, increase the presence of certain concept references in the written language of students who are hard of hearing, in comparison to writing based on verbal-only mediation or visual/verbal mediation using pictures without graphic elements.

Effectiveness of graphic element use will vary, depending on: the needs of a given student, the concept being illustrated, the familiarity of the writing content and the context of the writing assignment.

Drawing Practice: *What cartoon was Susan looking at when she wrote these excerpts?*

Excerpt 1: *This is from Susan's second draft. (Condition D, Story 3).*

Hopper the dog counted his friends. "One is missing," he thought. He went to his missing friend's house. He asked his mom, "Is he here?" The mother said, "No, he's not here. He went to play with you guys." She thought, "He is lost."

So they went to the wood. They looked all over the place, but they didn't find him. Then they heard someone saying, "Help, help." So they looked up, and in their trap that they made a long time ago was their missing friend.