

## (16) ART GALLERY MOMENT

### How to get students talking about their work

<b>Language focus</b>	Students discuss and explain their work.
<b>Duration</b>	10 min
<b>Materials</b>	The posters that students have just produced.

### Introduction

This is a lesson segment in which students put their work on the wall. One of the co-creators stands with their work, while the rest visit the other works. This is a similar format to a vernissage, i.e., the opening of a new exhibition in an art gallery. The Art Gallery Moment (AGM) is also similar to poster sessions at conferences.

The posters might be a depiction of a phrasal verb (p.199), a Venn diagram (p.169), a cline (p.171) and they can be opportunities for students to teach each other content (p.222).

### Procedure

Step 1. Groups of students produce a poster in response to a task. The teacher monitors the process closely to ensure the accuracy of the content, the language and clarity of format. The teacher may also input language.

Step 2. Students put their posters on the walls, spaced out around the classroom or in a corridor perhaps.

Step 3. One of the creators of each poster stands beside it.

Step 4. The rest of the class moves randomly from poster to poster, reading, looking, studying, analysing, comparing, querying and discussing it with the creative team's representative.

Students might also write a comment on a post-it and stick it on or near the poster. This leads to follow up discussion.

Step 5. It might be necessary to give other students the opportunity to be their poster's representative. Or if the course has plenty of such

speaking opportunities, roles can be alternated in other lessons.

## The teacher

It may be enough for the teacher to show interest in the students' work and interact with them as one of the viewers.

Teachers may also monitor their students and collect noteworthy aspects of the content and language for feedback at an appropriate time.

## What happens during an AGM

Students discuss the ideas not only with each poster's representative, but with the other visitors who happen to be there at the same time.

The representatives are speaking to one or a few students at a time.

The representatives are introducing their poster repeatedly and discussing related questions repeatedly, so they are practising specific pieces of language in a fairly authentic way.

Since the content of the posters will not be new to the visitors, the interactions reinforce and develop all of the participants' views on the topic.

## Sentence stems

Some sentence stems such as the following could be given them while the groups are still preparing their posters. While the teacher is monitoring poster creation, they can ask each group who has been nominated representative. And give or show that person the sentence stems – on paper, on a slide, on a poster.

- *So, this is the poster we/our group made/created/designed.*
- *As you can see, we have ...*
- *This part/arrow/line/picture shows ...*
- *It shows how ...*
- *And it relates to ...*
- *I'm glad you like it.*
- *That's a nice question/idea/suggestion.*
- *Oh! We didn't think of that.*
- *That's a nice idea but ...*
- *We talked about that, but we couldn't include everything.*