

UTILIZING CHATGPT FOR ADAPTABLE VISUAL THINKING STRATEGIES IN UNIVERSITY ENGLISH CLASSES


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OUTLINE

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 2. **A Practical Case Example**
 - **ChatGPT's Image-to-Text generation for Facilitator's Preparation**
 - **In-Class VTS Image Discussion**
 - **Generating Level-Appropriate Text for Post-Session Handouts by ChatGPT**
 3. **Key Points Recap**
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1. VISUAL THINKING STRATEGIES (VTS)

I. VISUAL THINKING STRATEGIES (VTS)

**“VTS uses art to teach visual literacy, thinking, and communication skills—listening and expressing oneself.”
(Yenawine: 2013)**

- **developed by Housen and Yenawine in the early 1990s**
- **used in museums and school classrooms**



<https://artmuseumteaching.com/wp-content/uploads/2014/04/vts-boston.jpeg>

VISUAL THINKING STRATEGIES (VTS)

Q1. What's going on in this picture?

Q2. What do you see that makes you say ...?

Q3. What more can you/we find?

To make image discussion accessible to all, the facilitator responds to participants' comments by listening carefully, pointing to what they observe, paraphrasing each comment, and accepting each comment neutrally.

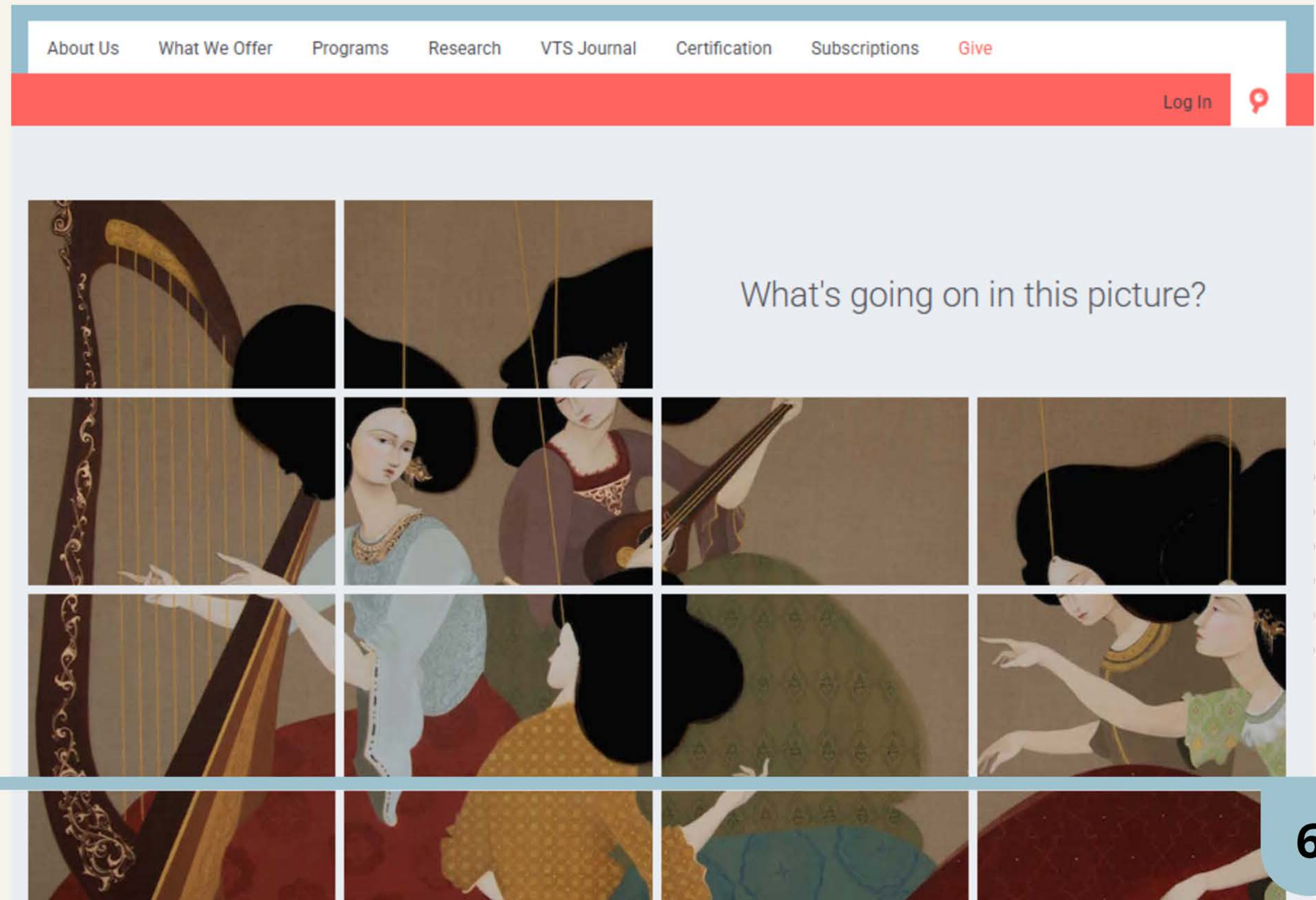


<https://vtshome.org/offerings/>

VISUAL THINKING STRATEGIES (VTS)

<https://vtshome.org/>

- 1200 participants developing facilitation skills in VTS workshops
- 650 average weekly comments on the New York Times "What's Going On In This Picture?" feature
(As of 2005)



ART IN CLASSROOMS

Teaching critical thinking through art

see/think/wonder

What do you see?

What do you think about that?

What does it make you wonder?

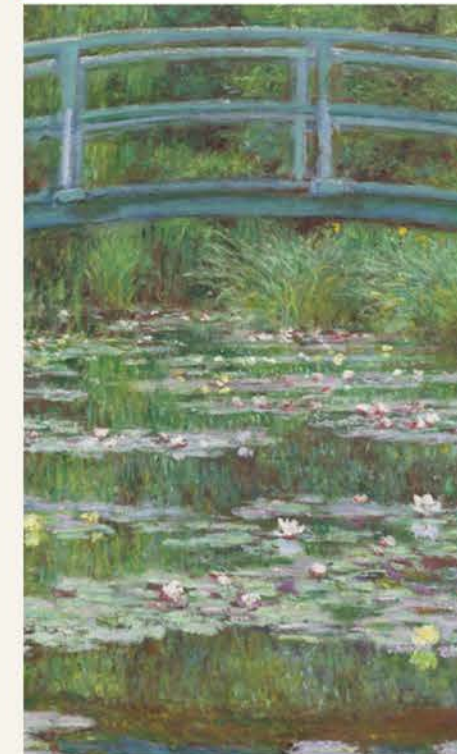
Looking: Nouns/Adjectives/Verbs

ex. Find five different nouns that you see in the painting.

What's going on in this work of art?

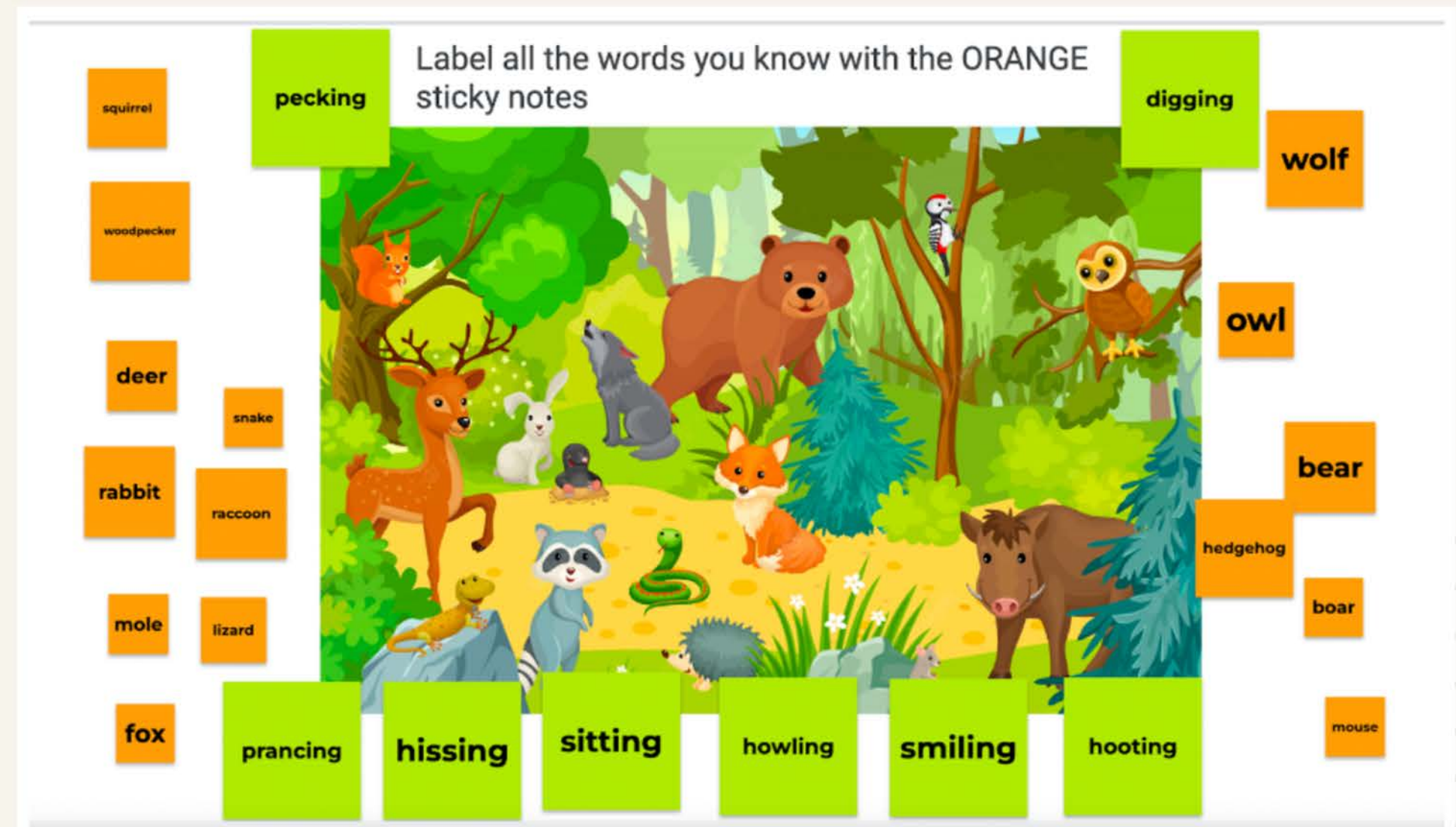
What do you see that makes you say that?

Teaching Critical
Thinking through Art



<https://learninglab.si.edu/collections/teaching-critical-thinking-through-art-with-the-national-gallery-of-art/Ex9kf3Wk3wf4wonk#r/697186>

USE OF PICTURES IN LANGUAGE LEARNING



**Picture Word Inductive Model
(Calhoun, 1999)**

<https://twowritingteachers.org/2022/12/15/the-picture-word-inductive-model-a-strategy-for-developing-vocabulary-and-language/>

LITERATURE REVIEW: VTS IN SLA ... AND MY COMMENTS

Positive effects

- Enhanced motivation
- Vocabulary learning in a meaningful context
- Speaking/Listening skills

Hashimoto et al (2012); Lannes (2013); Bomgaars & Bachelor (2020); Limón (2020); Kirizawa (2021); Rüter (2022); Nolan (2023); Bomgaars & Meyer & Clark-Garceca (2023)

Sure, VTS, especially with an engaging image for students, must be fantastic when a skilled facilitator effectively guides an inclusive discussion with appropriate paraphrasing...



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2. A PRACTICAL CASE EXAMPLE

2. A PRACTICAL CASE EXAMPLE

- **20 graduate students**
- **November 2025**
- **Online course**
- **15 to 20 min. in a class for English presentation**



Image courtesy of the University of Tokyo General Library
<https://da.dl.itc.u-tokyo.ac.jp/portal/assets/f96b73eb-9057-4c66-b406-4de83964a9dd>

2. A PRACTICAL CASE EXAMPLE

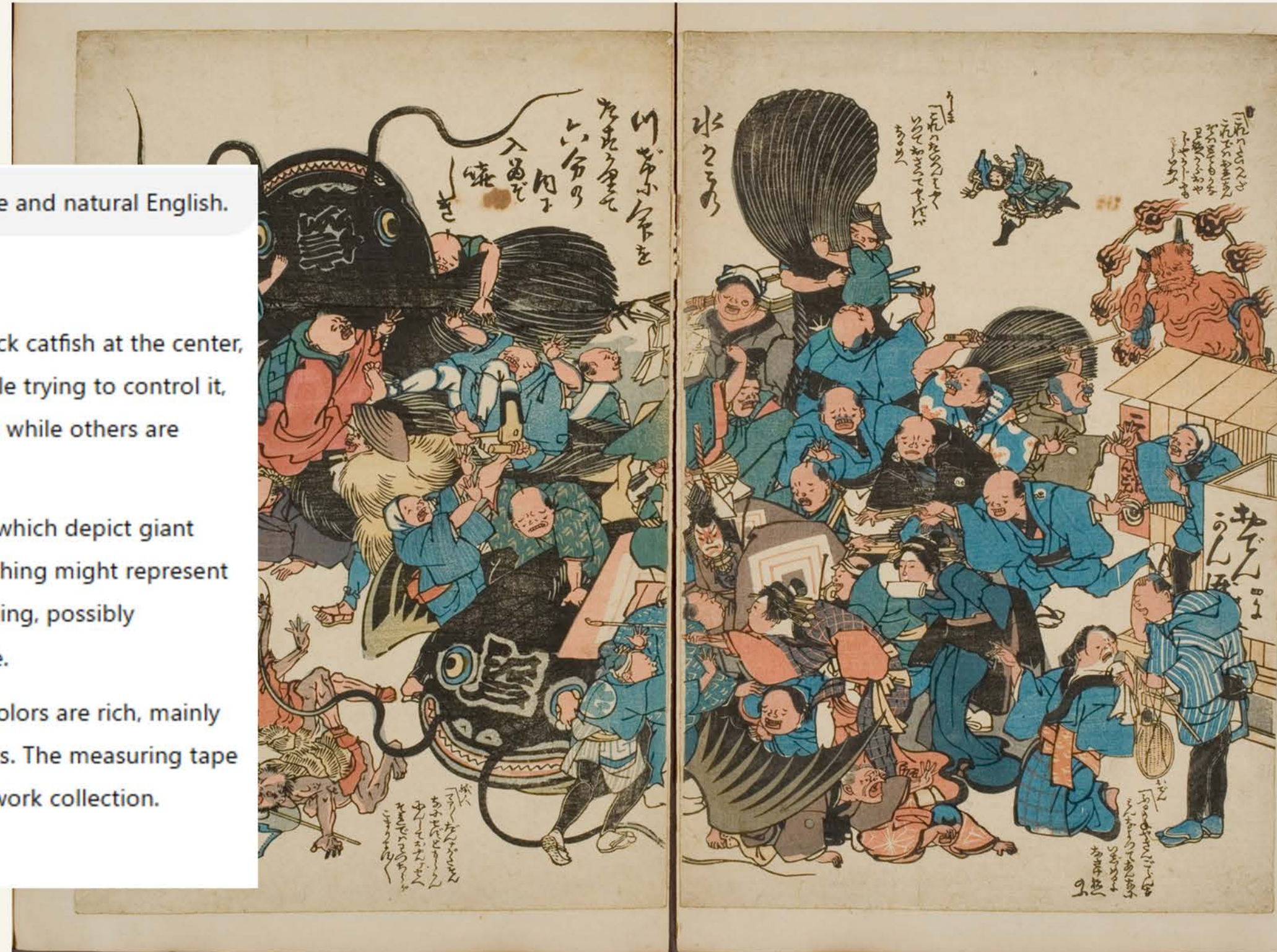
Image-to-text generation

Describe the image uploaded here. Use simple and natural English.

The image is a traditional Japanese ukiyo-e woodblock print showing a large black catfish at the center, surrounded by many people. The catfish appears to be causing chaos, with people trying to control it, pulling at its whiskers and body. Some people seem to be suffering or panicking, while others are excited or taking advantage of the situation.

The scene likely represents the "Namazu-e" (catfish prints) from the Edo period, which depict giant catfish as mythical creatures responsible for earthquakes. The people in blue clothing might represent officials or workers affected by a disaster, while some figures seem to be celebrating, possibly symbolizing those who benefited from reconstruction efforts after an earthquake.

There is also some text written in Japanese, probably explaining the scene. The colors are rich, mainly blue, black, and red, and the style is characteristic of 19th-century Japanese prints. The measuring tape at the bottom suggests this image might be part of a historical document or artwork collection.



2. A PRACTICAL CASE EXAMPLE

What do you see in this image?

This image is a Japanese ukiyo-e woodblock print, likely from the Edo period, depicting a chaotic scene featuring a giant black catfish (namazu) at the center. The catfish has a large head and whiskers, and many people are surrounding it.

Main Elements in the Image:

1. The Giant Catfish

- The catfish has a humanoid face with large eyes and a serious expression.
- Several people are climbing on it, pulling its whiskers, or trying to restrain it.
- It appears to be causing destruction or shaking the ground, possibly symbolizing an earthquake.

2. People in Blue Clothing

- Many men wearing blue uniforms seem to be officials, merchants, or construction workers.
- Some are falling over, carrying large objects, or arguing.
- A few are holding giant black paddles or fans, possibly trying to control or stop the catfish.

3. Other Characters

- A red-faced figure with horns in the background might represent a demon or deity.
- Some people are dressed in traditional Japanese clothing, possibly indicating different social classes.
- A few people look happy or celebrating, which suggests that they may be benefiting from the situation.



2. A PRACTICAL CASE EXAMPLE

What actions do you see in this picture? Make a list of the verbs, too. Use vocabulary that is easy to understand for learners of English at the CEFR A2 level.

Actions in the Picture

This picture shows many people doing different things. Here is a list of the main actions:

1. **Holding** – Some people are **holding** the catfish's whiskers.
2. **Pulling** – A person is **pulling** the catfish's face.
3. **Pushing** – Some people are **pushing** the catfish down.
4. **Climbing** – A few people are **climbing** on top of the catfish.
5. **Falling** – Some people are **falling** to the ground.
6. **Running** – A few people look like they are **running** away.
7. **Shouting** – Some men are **shouting** at each other.
8. **Fighting** – A few people seem to be **fighting** or **arguing**.
9. **Laughing** – Some people look like they are **laughing**.
10. **Crying** – Some look sad and might be **crying**.
11. **Lifting** – Some people are **lifting** big objects.
12. **Carrying** – One man is **carrying** something heavy.
13. **Celebrating** – A few people seem to be **celebrating**.
14. **Watching** – Some people are **watching** what is happening.
15. **Waving** – A man in the back is **waving** his hands.

What kind of grammatical or vocabulary errors would be expected if I ask A2 level EFL students to describe the picture?

If A2-level EFL students describe the picture, they may make **grammatical and vocabulary errors** related to verb forms, prepositions, articles, and sentence structure. Here are some common errors they might make:

5. Limited Vocabulary or Wrong Word Choice

- ❌ *The catfish is doing an earthquake.* → ✅ *The catfish is causing an earthquake.*
 - ❌ *The people take the fish.* → ✅ *The people hold the fish.*
 - ❌ *The people make fight.* → ✅ *The people are fighting.*
- ♦ **Expected Mistakes:** Students might use simple or incorrect verbs (e.g., "do an earthquake" instead of "cause an earthquake") or translate directly from their first language.

6. Confusing Singular and Plural Forms

- ❌ *Many person are falling.* → ✅ *Many people are falling.*
 - ❌ *Some mans are fighting.* → ✅ *Some men are fighting.*
- ♦ **Expected Mistakes:** Students may use singular when plural is needed (*person* → *people*) or add -s to irregular plurals (*mans* → *men*).

2. A PRACTICAL CASE EXAMPLE

VTS Image discussion

Facilitator

What's going on in this picture? [followed by the Japanese translation]

What do you see in this picture? [followed by the Japanese translation]

Thank you for getting us started. You see black catfish in the middle of picture. What do you see that makes you say that this fish is catfish?

[nodding] Whiskers. Cats have whiskers. Catfish has whiskers.

[gesture] Ukrainian President Zelensky has a beard. So, you notice that the whiskers can suggest that it is catfish.

...

Student A

black fish, catfish

This...[placing her hands in front of hers face and gesture] HIGE, beard?

2. A PRACTICAL CASE EXAMPLE

VTS Image discussion

Facilitator

What more can we find?

OK. You are paying attention to people around the catfish.

... Where is the Kabuki actor?

I see. What do you see that makes you say that this person is a Kabuki actor?

Thanks for pointing out that his style of makeup, or in other words, the way his face is painted, suggests that he is a Kabuki actor.

Student B

There are many people trying to stop catfish. There is also Kabuki player.

He is ... in the middle of the picture.

Face. He has makeup with red lines.

2. A PRACTICAL CASE EXAMPLE

VTS Image discussion

Facilitator

What more can we find?

OK. You seem to be guiding our focus to these parts... [pointing].

Near the Kabuki actor. Ah.. These fins. [pointing]
This catfish has rounded fins, while the other has spiky, angular fins, right? So you have noticed that these catfish are perhaps different types, and the shape and the design of their fins are different.

Student C

There are two kinds of catfish, because fins are different.

No, no no. [pointing to the bottom]
Near the Kabuki actor, borders.. but left one ... like hair..

Other students

Oh.

2. A PRACTICAL CASE EXAMPLE

2.3. Generating Level-Appropriate Text for Post-Session Handouts

You are an English learner at the CEFR A2 level, taking part in an image discussion. Describe what is going on in the picture. Also, talk about what you see that makes you say that.

In the picture, I see a **big black fish** in the middle. Many people are around it. The fish looks like a **catfish** because it has long whiskers. The people are **pushing, pulling, and climbing** on the catfish. Some people look **angry**, and some look **scared**.

I think the catfish is **causing a problem** because people are trying to **stop it**. Some men are wearing **blue clothes** and holding **big black fans**. Maybe they are **officials** or **workers**. Some people **fall to the ground**, and others are **arguing or shouting**.

There is a **red-faced man** in the back, and he is **raising his hands**. He looks **strong or powerful**. Maybe he is a **demon or god**.

2. A PRACTICAL CASE EXAMPLE

Generating Level-Appropriate Text for Post-Session Handouts

Questions:

What do you see in this picture?

What do you see that makes you say that?

What more can we find?

Useful expression:

I see X.

There is/are/seems to be X.


Possible but not necessarily the only or absolute answers:

- There is a red-faced man with horns in the back, and he is raising his hands. He looks strong. Maybe he is a demon.
- I see two big black fish in the middle. Many people are around it. The fish look like catfish because they have long whiskers. The people are pushing, pulling, and climbing on the catfish.

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3. KEY POINTS

RECAP



KEY TAKEAWAYS

Visual Thinking Strategies (VTS) is promising for language learning.

- **improvement in proficiency / language-in-use**
- **collaborative learning**

ChatGPT is an easy-to-use tool for an EFL teacher acting as a VTS facilitator (—and perhaps for future learners as well?)

- **pre-session preparation**
 - **post-session handouts for students**
- 