**Education Protocols for Vocabulary, Grammar** and Pedagogical Translanguaging Activities



# The Power of Expression:

**How Music and Dance Connect Us** 

Ref: EN\_DI\_8

Introduction



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Description

In this English lesson, students develop listening comprehension, grammar awareness, and collaborative skills through two engaging stories about music and dance. Using the dictogloss technique, learners listen to short narratives, take notes with the support of visual aids, and reconstruct the texts from memory. The lesson focuses on complementary clauses and indirect question clauses, helping students notice and use constructions such as wonder what..., ask how..., and explain why... in meaningful contexts. Through pair or group work, learners practice accuracy, recall, and teamwork while gaining confidence in describing events, thoughts, and inquiries in English.



Age

15 - 18 years old



Language Area Complementary clauses, Indirect question clauses



Proficiency Level

B1-B2



Authors

Athina Nachopoulou



Subject

Language

× 4

Duration

1 teaching hour (45')



Links with Language Curriculum

Grammar: Complementary clauses, Indirect question clauses

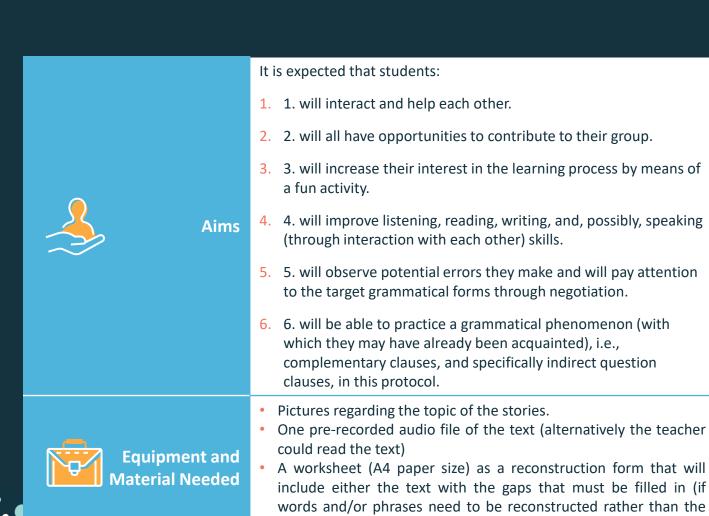


Rationale

This educational protocol involves Dictogloss, which is a form of a 'collaborative game'. The rationale of the Dictoglos is that (a) the learners interact with their peers in a fun way provoking language production and (b) they notice the way complementary clauses are formed, specifically indirect question clauses, in the (spoken) linguistic input (i.e., in the texts they are asked to listen to).



### Introduction



entire text)

**Instructions** Step by step development of the activity (preparation, implementation, summing up, reflection)



### 01 | Introduction

The teacher tells the students that they are going to listen to two stories about music and dance and asks them relevant questions to engage with the topic. (3 minutes)



The teacher splits the students into groups. The students first listen to the teacher reading the text aloud (see text in the Appendix), and they are asked to listen for comprehension, without taking any notes. (2 minutes/per text)



### 03 | Listening Stage with Visual Support

The teacher distributes to the students the pictures representing the story and reads the text aloud two more times. During the second and third readings, the students are asked to take notes below the pictures which represent the events of the story. Then, they are asked to reconstruct the text based on the reconstruction form. (4 minutes/per text)



### 04 | Reconstruction Stage

After the final reading, the students recall the content of the text, assisted by their notes and the visual support (images), and try to produce a text that resembles the original as much as possible. This text-reconstruction stage is often implemented as pair work (optionally though), so the students can pool their resources. Students are given the original text with gaps and are asked to fill them in. (8–10 minutes/per text)



### **05** | After Reconstruction

The last step is for the students to compare their version with the transcript of the original text and make amendments, using a different color (again, either group-wise or individually). The text of the group (or the student) that has more similarities than differences with the original text wins. The same procedure is repeated for the second text. (5 minutes/per text)

# **Useful Tips**



Depending on learners' proficiency level, they can be asked either to fill in the missing gaps, as in the example provided in the Appendix, or alternatively to reconstruct the entire text.



Dictogloss activities can be implemented either in groups or individually.

### **Appendix** Educational Material

## **01** | Texts

#### Introduction

Do you listen to music every day? What kind of music do you enjoy? Have you ever learned a dance routine? What steps were the hardest to remember?

#### Listen to the 1<sup>st</sup> story.

#### Text 1 - Complete audio file

Music has always been a way for people to express their feelings and connect with each other. Many people wonder (1) why music is such an important part of our lives. Some believe that music has the power to affect our emotions, while others think it is a way to bring people together. For example, people often ask (2) how music influences our mood. In fact, studies show that listening to music can improve your mood and reduce stress. Many musicians wonder (3) what kind of music can make people feel more positive. Some also ask (4) why certain types of music are more popular than others, and (5) how different cultures use music to express their identities. Music is also a form of communication, which is why musicians often wonder (6) how they can use music to communicate deeper messages with their audience. When people are asked (7) if they think music can change society, many say that it can. Whether it's the messages in the lyrics or the feelings created by the melody, music plays a huge role in shaping cultures around the world.

Now listen to the story again and take notes under the pictures.

#### Accompanying illustrations with notes:









## **Appendix** Educational Material

## **01** | Texts

Now fill in the gaps. Your notes and the pictures will help you.

#### Text 1 - With gaps

Music has always been a way for people to express their feelings and connect with each
other. Many people wonder (1) Some believe that music
has the power to affect our emotions, while others think it is a way to bring people
ogether. For example, people often ask (2) In fact,
studies show that listening to music can improve your mood and reduce stress. Many
nusicians wonder (3) Some also ask (4)
, and (5)
of communication, which is why musicians often wonder
of communication, which is why musicians often wonder

### Listen to the 2<sup>nd</sup> story.

#### Text 2 - Complete audio file

In dance, one of the most important things to learn is (1) how to communicate with your body. Dancers often wonder (2) why some movements are more difficult than others. When practicing a new routine, they ask themselves (3) where the best place to start is. Sometimes, teachers explain (4) what steps to follow first in order to build the rhythm. Dancers may also be curious about (5) whether certain styles of dance require more flexibility than others. It's common for students to wonder (6) who choreographed the most famous routines. (7) How dancers manage to remember complex sequences is another question that many ask during rehearsals. During performances, dancers often focus on (8) what their audience will think of their performance. They also wonder (9) why they feel so nervous before a big show. Finally, dancers ask themselves (10) how they can improve their technique every day.

Now listen to the story again and take notes under the pictures.

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# **Appendix** Educational Material

# **01 | Texts**

### Accompanying illustrations with notes:











Now fill in the gaps. Your notes and the pictures will help you.

### Text 2 – With gaps

In dance, one of the most importar	nt things to learn is (1)
Dancers often wonder (2)	g a new routine
they ask themselves (3)	Sometimes, teachers explain (4)
in or	der to build the rhythm. Dancers may also be curious
about (5)	It's common for students to wonder (6)
(7)	is another question that
many ask during rehearsals. During	performances, dancers often focus on (8)
of th	eir performance. They also wonder (9)
Finall	y, dancers ask themselves (10)

### **Answers**

#### 1st Text

(1) why music is such an important part of our lives, (2) how music influences our mood, (3) what kind of music can make people feel more positive, (4) why certain types of music are more popular than others, (5) how different cultures use music to express their identities, (6) how they can use music to communicate deeper messages, (7) if they think music can change society

#### 2<sup>nd</sup> Text

(1) how to communicate with your body, (2) why some movements are more difficult than others, (3) where the best place to start is (4) what steps to follow first, (5) whether certain styles of dance require more flexibility than others, (6) who choreographed the most famous routines, (7) How dancers manage to remember complex sequences, (8) what their audience will think, (9) why they feel so nervous before a big show, (10) how they can improve their technique every day

