

DICTOGLOSS

Purpose

- To provide students with practice in using subject-specific vocabulary and standard correct English
- To provide practice in extracting key information from a text
- To provide students with the opportunity to clarify ideas not understood in a text
- To encourage students to process new information

Surrealism

Before you provide your analysis of some surrealist paintings, I'm going to read you a description of this painting by Max Ernst...

The Arts: Arts Responses

Implementation

1. Explain steps 2 and 3 of the procedure to students.
2. Read text aloud to students at normal speed (or have students view a selected section of a video). Students focus on the meaning of the text.
3. Read text aloud again pausing at appropriate places, or have students view the video extract again. Students individually write down key words and phrases. Suggest that they leave gaps if they have not had enough time to record information that they think is important. There will be an opportunity to fill in the gaps later.
4. In pairs students compare notes, adding or clarifying information with their partner's help.
5. Each pair then joins with another pair to again pool information.
6. By this stage the group should have a fairly accurate record of the original text. The teacher can determine the level of students' understanding by listening to the students talk.
7. Group members write up their information as a group, in pairs or individually.
8. Student can read their final copies to other groups.

Evaluation

Examples of the skills/understandings that may be observed include:

- The extent of students' subject understandings
- The ability to extract and record the main ideas in a text
- The ability to support one's interpretation of the text
- The ability to ask questions of clarification
- The ability to write in standard correct English
- The degree to which subject-specific vocabulary is embedded in students' usage
- The degree to which students can distinguish between main and supporting ideas

Principles of Learning and Teaching

- Supportive environment
-
-

Adapted from *Stepping Out Literacy and Learning Strategies, 1996, EDWA*