
Lesson Plan

Listening + Method Acting: faith

ELT: Listening

A2-C2

Teens-Adults

60 minutes

Why use Stanislavski's faith concept into Active Listening?

By inviting learners to be participants in the conversation they are about to hear, not only is their schemata activated but also their faith in its reality developed. It gives them purpose to listen and enhances the sense of usefulness and meaningfulness about the target language. Instead of passively eavesdropping, students are invited to actively 'be in the conversation' with them. It also stimulates their promptitude abilities to respond or react to what is listened to at the time of speech, as they would have to do in real life.

Objectives

- Actively involve learners in the listening process
- Promote sense of belief (faith) that the situation portrayed in the recording is personally relevant, useful and meaningful to learners
- Develop skills such as: listening for gist, listening for detail, promptitude to react or respond to interlocutor
- Encourage metacognition development

Suggested procedure

1. Before listening, distribute cards to learners describing the situation divided in different points of view. For example, if there are two people talking, half of the learners receive a card describing background information and motivation of speaker A, while the other half receives cards with similar information, but about speaker B.
2. Divide learners in two groups, according to the character they received. Tell students they ARE these characters now. Assign some questions to get them emotionally involved, such as: 'Where are you?'; 'Why do you want to have this conversation?'; 'Why are you going to talk to THIS particular person?'; 'Which pieces of information do you expect to get from the other person?'. Have learners discuss their motivations in groups.
3. Tell learners they will listen to the conversation and their task is to check if the motivations they predicted are the same in the conversation. Play the recording. Ask for interpretations from the whole class. Ask follow up questions such as: 'So where are you, actually?'; 'Why did you choose to talk to this person really?'; 'What is your real motivation to have this conversation?'.
4. Assign first question to develop listening for gist. You could come up with one or use the one in the course book you usually follow. Play the recording. Check answer. Ask follow up questions such as: 'What was your overall intention while speaking to this person?'; 'Were you satisfied with the result of your interaction with this person? Why?'.
5. Assign other tasks to develop listening for specific information. You could come up with some or use the ones in the course book you usually follow. Play the recording as many times as necessary. Learners compare answers in pairs, justifying it. Check answers. Ask follow up questions such as: 'What motivated you to say ___?'; 'Why did you use the word /form ___?'.
6. After listening, assign tasks that promote interaction between learners and characters, such as: creating a script with an alternate ending, based on the motivation and language learners believe would be more suitable and realistic for this situation; reporting the conversation based on the character's point of view (gossip to a third party).

Materials

- Cards with background information about speakers
- Course book
- Recording
- Audio player
- White board or similar

Interaction patterns

- Whole group
- Group work
- Pair work
- Individual work

Bibliography

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