Arabic Phone Net Project
Lesson Plan Template 10
Higher Level (Abstract)

Phone Conversations Lesson Template
Who's Speaking, Please?
(For use as a lesson in inference and sociolinguistic competence)

Preparation
Downloads, print, and copy lesson worksheet for students.

Objectives
1. Students use linguistic cues to make inferences about individual speakers.
2. Students use linguistic cues to recognize social relationships between speakers.

Warm Up (10 Minutes)
Students brainstorm in English what kinds of language people of the following groups use to "mark" themselves: military members, rich people, construction workers, gang members, religious people, etc. Students can offer categories as well. Then, students discuss how a person shows their status in unequal relationships, i.e. how do you show deference to authority? How do you claim a higher status than another person in a conversation? Ask whether students know anything about how people do this in MSA? In dialect?

Transition
Tell students that they will be listening to a phone conversation with the goal of determining who the speakers are and what their relationship is.

General Listening Activity (15 Minutes)
Hand out the worksheet and play the conversation once through, encouraging students to use all available information to see if they can guess the answers to the categories given. Tell them that it is OK if some categories are not apparent. Encourage them to speculate and be able to give a reason for their hypothesis.

Specific Listening Activity (15 Minutes)
Play the conversation a second time, this time with the goal of determining the participants' relationship. Are they equals? Does one have a higher social status? Is one older? More educated? Etc. Again, encourage speculation and use of all available cues to make good guesses.

Wrap Up (5 Minutes)
Discuss the students' answers. There are no right or wrong answers – this is an awareness building lesson. Point out the importance of being able to look for social cues and use that information to inform etiquette in dealing with native dialect speakers. Encourage them to continue to use the LingNet website and resources to practice listening to Arabic

dialects by repeating this exercise with other practice conversations found on the site, or perhaps try the same thing in a different dialect.