

Spanish Phone Net Project
Lesson Plan Template 9
Higher Level (Abstract)

Phone Conversations Lesson Template
Who Am I Talking To?

(For use as a lesson in sociolinguistic competence)

Preparation

Listen to the selected dialog and determine the relationship of the participants involved. Print and cut out accompanying role cards that have the names or titles of people that students are likely to encounter in the area of the Spanish dialects. Examples include, but are not limited to: a wealthy merchant, a doctor, a soldier, an old woman, a religious cleric, a schoolboy or girl, a beggar, etc.

Objectives

1. Students are made aware of the range of people they will likely encounter in the target culture.
2. Students practice tailoring speech to specific audiences while still maintaining meaning.

Warm Up (10 Minutes)

Instructor shows each card to students and asks, “How would you greet this person?” “What would you talk about?” “What kind of vocabulary words would you use?” “What kind of voice tone?” “How about body language?” “How would you say goodbye?” Correct students if they carry inappropriate American norms into this arena and help them understand how to address and talk to a variety of individuals in your target culture.

Transition

Explain that the exercise you just completed refers to “audience awareness” and that it is important to know whom you are talking to in order to make proper choices about language. Tell students that they will listen to a conversation between two people. (Tell students the status of the involved speakers, as you understand it.)

Listening Activity (30 Minutes)

Students listen to the dialog, taking notes on the main points of conversation if they wish. After they have listened once, they receive the cards from the warm up activity. Students recreate the conversation very briefly (one minute or so), playing the roles on the cards. Ask them to tailor the language to reflect the status, relationship, age, education, etc. of the new roles.

Wrap Up (5 Minutes)

Discuss activity with students, noting any questions or concerns. Remind them that it is important to take the status of participants into account when listening to and understanding conversations between people. Encourage them to continue to use the LingNet website and resources to practice listening to Spanish dialects by noting how conversations change based on who is speaking.