

## METHODE

# Active Listening

Diese Übungen  
helfen in folgenden  
Bereichen:



Diese Übungen  
eignen sich  
besonders für:



### GRUNDGEDANKEN

Das aktive Zuhören ist eine Schlüsselkompetenz, die S/S dabei unterstützt, eine effektivere Kommunikation aufzubauen. Es geht über das einfache Zuhören hinaus und beinhaltet die aktive Teilnahme am Gespräch, unter anderem durch das Klären von Fragen. Indem man aktiv zuhört, verbessert man das Verständnis, zeigt Respekt und stärkt die Verbindung zu anderen Menschen.



### FÜR WEN?

Ab der 5. Schulstufe, **Advanced Training**.  
Einsatz in der ganzen Klasse:  
Innere Differenzierungsmöglichkeiten mit  
Basic Training und Pro-Training



### WIE LANGE?

1 Unterrichtsstunde  
Regelmäßige Anwendung empfehlenswert



### WIE VIELE?

Gruppenarbeit



### VORBEREITUNG UND MATERIALIEN

Anhang "Tasksheet: Active Listening"



### HILFREICHE LINKS

[Youtube: Active Listening](#)

### QUELLE

Bruns, J. & Siepmann, P. (2023). How to be a good listener. *Der fremdsprachliche Unterricht Englisch*, 2023 (182), 24–32.



### DIESE ÜBUNG GEHT SO

#### PRE-LISTENING-PHASE:

Mit Hilfe des Tasksheets *Active Listening* (Anhang) erklärt die LP, was *Main Ideas* und *Supporting Details* sind.<sup>1</sup>  
LP erklärt den Sinn und Zweck von *Active Listening* und bespricht gemeinsam mit den S/S die vier Tipps zu „*Active Listening*“ (siehe Anhang).

LP modelliert ein Beispiel von *Active Listening* mit einem freiwilligem/r Schüler/in im Plenum oder zeigt ein Video zu „*Active Listening*“ (z. B. <https://www.youtube.com/watch?v=rzsVh8YwZEQ>). Anhand eines konkreten Beispiels wird die Methode *Active Listening* und die Verbindung zu *Main Ideas* und *Supporting Details* hergestellt (siehe Anhang 1). Weitere *Main Ideas* und *Supporting Details* sollen gemeinsam im Plenum gefunden werden, um die S/S einzubinden.

S/S bilden Gruppen zu je 3–4 Personen.

S/S wählen aus der angebotenen Auswahl an Themen auf dem Tasksheet eines aus, über das sie gerne zwei bis drei Minuten lang reden möchten, bereiten zwei bis drei *Main Ideas* (inkl. 1–2 *Supporting Details*) vor und halten sie in Form von Stichworten auf dem Tasksheet fest.

#### WHILE-LISTENING-PHASE:

Team 1 führt ein Gespräch über das ausgewählte Thema. (Anleitung auf Tasksheet)

Team 2 beobachtet das Gespräch und notiert sich die *Main Ideas* und *Supporting Details*.

#### POST-LISTENING-PHASE:

Reflexion der Methode im Plenum:

Die LP diskutiert mit den S/S über ihre Erfahrungen, die sie bei der Anwendung der Methode „*Active Listening*“ gemacht haben.

Wurden die Strategien korrekt angewendet? Wo gab es Probleme? In welcher Phase bräuchten die S/S noch mehr Unterstützung?

Wurden alle *Main Ideas* und *Supporting Details* gefunden? Wenn nicht, wo waren die Probleme? Was könnte man anders machen?

Wenn die Methode durchgeführt wurde, wechseln die Teams und jeder nimmt nun die andere Rolle ein (Beginn beim letzten Punkt der *Pre-Listening-Phase*).

<sup>1</sup> Weitere Informationen zu *Main Ideas* und *Supporting Details* finden Sie für LP im [Infoblatt: Listening for Main Ideas and Supporting Details](#) und für S/S im [While-Watching-Material Listening for Main Ideas and Supporting Details](#).

## MÖGLICHE ARBEITSANWEISUNG AUF ENGLISCH

### PRE-LISTENING

*For today's task, you first of all need to know what 'Main Ideas and Supporting Details' are. (T may ask sts to explain it)*

*The main idea is the central, or most important, idea in a paragraph or passage. It states the purpose and sets the direction of the paragraph or passage.*

*When the main idea of a paragraph is stated, it is most often found in the first sentence of the passage. However, the main idea can also be found in any other sentence of the paragraph.*

*Supporting details provide information to clarify, prove, or explain the main idea. Supporting details are usually more specific than the main idea and might begin with words such as "for example, in addition, moreover..."*

*To prepare your active listening task, each of you can choose a topic (see "Tasksheet: Active Listening"). For your chosen topic you need to think of two to three main ideas. And for each main idea, you need to think of one or two supporting details e.g. examples, explanations, evidence.*

*Take down your notes on your tasksheet/on your tablet.*

*I will now explain what "active listening" is all about.*

*"Active listening" means that while listening you become active and ask questions about what the person is saying.*

*On your tasksheet you can find some tips you should use when listening actively. Let's have a look at these tips together.*

### WHILE-LISTENING

*Team 1, you are now going to talk about your topics.*

*Your job as a speaker will be to talk about the topic you have prepared. You may use your notes, but you should try to keep eye-contact with your partner. Your job as a listener will be to use the tips for active listening you can find on your tasksheet.*

*Team 2, you will observe the two people who are talking and check whether they are following the rules of active listening. In addition, you'll write down the main ideas and supporting details the two speakers mentioned during their conversation.*

### POST-LISTENING

*Okay, let's now discuss your experiences when using active listening in pairs. What tips for active listening did your partner use while listening?*

*What difference does it make for you as a speaker if your partner is an active listener?*

*What could be improved?*

## INNERE DIFFERENZIERUNG



### BASIC TRAINING:

Schüler/innen mit geringen Kompetenzen können das Thema wählen, welches sehr ähnlich zum vorgestellten Beispiel ist. Dies hilft, passende *Main Ideas* und *Supporting Details* zu finden.

### PRO-TRAINING:

Schüler/innen mit hohen Kompetenzen können aufgefordert werden, ein anspruchsvolleres Thema zu wählen, über das sie sprechen sollen.

# Example:

## Step 1: Find a topic:

Talk about where you want to go for your next school trip.

Answer the following questions before you start talking:

→ Where is your destination? → This will be your topic.

→ Why do you want to go there? → These will be your main ideas.

Try to write sentences starting with “I want to go to ..., **because** ...” (give 2–3 reasons)

Then expand/provide more information about these reasons → give an example, explanation or evidence.  
(= *supporting details*)

## For example:

*I want to go to the art history museum. (= topic)*

*I want to go there, because I love the history of Egypt. (= main idea)*

*You can see real mummies as well as old paintings, which are more than 2000 years old. (= Supporting Detail: example)*

| MAIN IDEA        | SUPPORTING DETAILS (examples, explanation, evidence) |
|------------------|------------------------------------------------------|
| history of Egypt | real mummies and old paintings                       |
|                  |                                                      |
|                  |                                                      |

# Team 1

## Your task:

**Step 1: Choose one of the following topics, find suitable main ideas you want to talk about and add supporting details.**

- Talk about which country you would like to visit for your next school excursion. (Basic Training)  
Example: *I want to go to XY, because ...*
- Talk about your favourite day of the week. (Advanced Training)  
Example: *XY is my favorite day, because ....*
- Talk about a new idea for an environmental project at your school. (Pro Training)  
Example: *I want to introduce XY to our school, because ...*

| MAIN IDEA | SUPPORTING DETAILS (examples, explanation, evidence) |
|-----------|------------------------------------------------------|
|           |                                                      |
|           |                                                      |
|           |                                                      |

**Step 2:** Talk to your partner. Try to convince him/her of your idea. Follow the tips for active listening.

# Team 2

## Your task:

**Step 1:** Look at the tips for active listening.

**Step 2:** Listen to the conversation. Fill in the main ideas and supporting details each speaker mentioned.

## Speaker 1:

| MAIN IDEA | SUPPORTING DETAILS (examples, explanation, evidence) |
|-----------|------------------------------------------------------|
|           |                                                      |
|           |                                                      |
|           |                                                      |

## Speaker 2:

| MAIN IDEA | SUPPORTING DETAILS (examples, explanation, evidence) |
|-----------|------------------------------------------------------|
|           |                                                      |
|           |                                                      |
|           |                                                      |

**Step 3:** Which strategies did the two speakers use? Did they use any language signals?

# Tips for active listening (Bruns, J. & Siepmann, p. 24–32 (2023))

## Tip Nr 1: Show that you are interested using e.g. body language.

Look at the person. Keep eye contact.

Nod and/or smile.

Use facial expressions or gestures to show your reaction.



## Tip Nr 2: Summarize the speaker's message by paraphrasing.

Make sure you understand your partner.

Wait till the other person has finished a sentence before you speak.

Ask if you understood correctly.

Say that you understood what the person means.

Use phrases like:

- „If I understand you correctly, you're saying that...”
- „So, what I'm hearing is that...”
- „In other words, you're saying that...”



## Tip Nr 3: Ask open-ended questions.

To get more information about the topic or if something was unclear, ask questions that begin with “what,” „how,” „why,” or „tell me more.”

Use phrases like:

- “Could you tell me more about ...”
- “Why did you choose this method/destination/way?”
- “That’s an interesting thought. Tell me more about that.”
- “I’ve never seen it that way.”

When the other person answers your question, don't interrupt.



## Tip Nr 4: Offer feedback using words of encouragement.

Give your opinion, but don't hurt the other person.

- I see your point, but ...
- I see where you're getting at, but ...
- In my view/I think/I guess/I believe
- Personally, I think that ...

Use phrases like:

- “Oh wow!”
- “That sounds interesting!”
- “I like your idea!”
- “I totally agree.”
- “You're right.”
- “Good point!”

