








STEPS OF THE PROCESS FOR *SPECIAL PERSON* INTERVIEWS

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Steps of the Process Each interview lasts only as long as the interest does. The interview is over when the mojo runs out, be it in the interviewee, the observing students or the teacher.	Who?	Action	Grammar & Vocabulary	Teacher Behavior	Student Behavior
1. Interview <i>Interviewing Tips:</i>  <ul style="list-style-type: none"> Each interview can last between 1 minute and 60 minutes—it all depends on the willingness of the interviewee. Stop the interview when the mojo runs out. Do not force engagement; invite it. You are not trying to get through an agenda; you are focusing on a student and encouraging him/her to speak. You can come back to interview a reluctant student later—their level of trust and language ability will grow. 	<ul style="list-style-type: none"> Teacher talks with student interviewee in front of the class Interviewees may stay in their regular seats or move to a special place in the front of the room—whatever they are comfortable with. 	<ul style="list-style-type: none"> Teacher asks questions to one student interviewee in the TL Student answers in TL Teacher encourages student to answer with complete sentences to model 1st person form. Teacher occasionally asks differentiated questions (“Pop Up Grammar” style) to individual students in the class to be sure they are engaging on different levels. Teacher “circles” the structures (TPRS term) that students do not know well. 	<ul style="list-style-type: none"> 2nd person oral questions by teacher 1st person oral answers by student interviewee Stay “in bounds” with vocabulary as much as possible—use what they know Teacher writes new vocabulary in TL & English on board. Not all vocabulary needs to be translated. Vocabulary will grow organically—with more trust and comfort, new and different topics will emerge. 	Body Language <ul style="list-style-type: none"> Open, accepting Pull in the rest of the class with your interest Ignite attention with earnestness Oral Language <ul style="list-style-type: none"> Don’t push too hard Set the hook Ask follow up questions to show real interest Written Language <ul style="list-style-type: none"> Write new words in the TL and in English on the board 	Body Language <ul style="list-style-type: none"> Look for the <i>lean in</i>—this shows the interviewee is engaged. Oral Language <ul style="list-style-type: none"> Student answers with sentences “Facts” from interviewee do not have to be real—allow students to suspend reality Teacher responds as long as comfortable—there is no set number of questions they have to answer
2. “Report Back” to Class <i>Reporting Back Tips:</i>  <ul style="list-style-type: none"> Repeat steps 1 & 2 as often as the interest lasts, in the interviewee and in the class. Stop when they seem bored. 	<ul style="list-style-type: none"> Teacher talks to class 	<ul style="list-style-type: none"> Teacher “reports back” to class after every 2-3 questions. Teacher tells class what the student has just said to her. Class responds appropriately to show understanding. 	3rd person oral statements by teacher about interviewee	<ul style="list-style-type: none"> Teacher shows change of perspective by changing location (<i>location #2</i>) when “reporting back” to the class Return to original interview space (<i>location #1</i>) for more questions 	<ul style="list-style-type: none"> Students listen Students gesture “I don’t understand” if teacher is unclear Teacher’s goal is to make the interview so engaging that the class <i>leans in</i>.
3. Verify Information <i>Verifying Tips:</i>  <ul style="list-style-type: none"> Act as if you do not remember and need help keeping the facts straight. The order of the Verifying step and the Checking for Understanding step can be swapped. 	<ul style="list-style-type: none"> Teacher talks with the student interviewee again 	Teacher checks with student to be sure she remembers what the student has said about himself.	2nd person oral statements by teacher	<ul style="list-style-type: none"> Move to yet another place (<i>location #3</i>) in the classroom to indicate another change in tone Make informational “mistakes” (<u>not</u> grammatical mistakes) in some sentences you verify Allow interviewed student and/or the class to correct your information 	<ul style="list-style-type: none"> Students listen Students correct the teacher’s informational “mistakes” Teacher does not make grammatical mistakes to ensure quality input. One designated super star student may begin to write information about the interviewee.
4. Check for Understanding <i>Checking Tip:</i>  <ul style="list-style-type: none"> Have a recorder tally the number of sentences the class can come up with about the interviewee. Shoot for 20-30 sentences generated by the class. 	<ul style="list-style-type: none"> Teacher talks to class Ask questions about the interviewee and listen to the class to see what they understand 	<ul style="list-style-type: none"> Students say what they have heard and understood about the interviewee to the class One student records the number of sentences the class generates 	3rd person oral statements by students	<ul style="list-style-type: none"> Teacher moderates & listens for correct information and comprehensible language Teacher may prompt or add to partially expressed facts Teacher or designee may write some facts as students report 	<ul style="list-style-type: none"> Students say all they can remember Random students around class respond in the TL Encourage all to respond Recorder counts # of sentences generated
5. Record <i>Recording Tip:</i> The recording step can be done the following day as a review.  	<ul style="list-style-type: none"> Students talk with one another as they write. Each student writes down information about the interviewee(s) in complete sentences. Volunteer student “Graphic Artist” creates or finds images to match & enhance interview 	<ul style="list-style-type: none"> There is no writing by students until this step Students brainstorm and write all the information they can remember with partner in the TL 	<ul style="list-style-type: none"> 3rd person written statements by students First person written statements if interviewee is writing about herself 	Teacher observes students	<ul style="list-style-type: none"> Students write sentences about the Special Person in the TL with a partner. 15-30 sentences is a good goal Limit extra credit points, but encourage extra sentences
6. Quiz <i>Quizzing Tips:</i>  <ul style="list-style-type: none"> Keep giving quizzes. Quizzes raise students’ level of concern and encourage listening. Give a quiz 1-2 days after an interview. Start with one quiz over 5 students: 10 or more sentences. As language ability of the class grows the quizzes focus on fewer students. Eventually each quiz is about one student: 20-30 sentences or more. 	<ul style="list-style-type: none"> Students write alone about interviewee(s) for quiz. Teacher lists name(s) of interviewee(s) 	<ul style="list-style-type: none"> Students write all the information they can remember in the TL about designated student(s) No notes 	<ul style="list-style-type: none"> 3rd person written statements by students 1st person if interviewee is on quiz Students write in complete sentences. 	<ul style="list-style-type: none"> Quiz grade is based on: A) Correct information & B) Comprehensible language Accurate information & general comprehensibility in the TL are the goals, <u>not</u> perfect language use. 	<ul style="list-style-type: none"> Only facts revealed in class count on the quiz Extra information about oneself or about a friend that was not shared with the entire class in the TL is <u>not</u> valid for the quiz.