







# STEPS OF THE PROCESS FOR 'SPECIAL PERSON' INTERVIEWS

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<b>Steps</b> Interview lasts only as long as the interest does. The interview is over when the mojo runs out, be it from the interviewee, the observing students or the teacher. Don't force it.	<b>Who Does What?</b>	<b>Specific Actions</b>	<b>Grammar &amp; Vocabulary</b>	<b>Teacher Behavior</b>	<b>Student Behavior</b>
<b>1. Ask a Question</b> <i>Interviewing Tips:</i> <ul style="list-style-type: none"> <li>• Each interview can last between 1 minute and 60 minutes—it all depends on the willingness of the interviewee.</li> <li>• Stop the interview when the interest or energy runs out.</li> <li>• Don't force engagement; invite it.</li> <li>• You are not trying to get through an agenda; you are focusing on a student and encouraging him/her to speak.</li> <li>• Interview reluctant students later—their trust and language ability will grow.</li> </ul> 	<ul style="list-style-type: none"> <li>• <b>Teacher talks with student interviewee in front of the class. Interviewee may stay in regular seat or move to a special place at the front of the room—whatever they are comfortable with.</b></li> </ul> <p><b>Follow-Up</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher asks a scripted question and then as many follow-up questions as possible—think meeting fascinating new people at a party, not following a curriculum. Focus on the student.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher asks questions to one student interviewee in the TL</li> <li>• Student answers in TL</li> <li>• Teacher encourages student to answer with complete sentences to model 1st person form.</li> <li>• Teacher occasionally asks differentiated questions ("Pop Up Grammar" style) to other students in the class to be sure they are engaging on different levels.</li> <li>• Teacher uses new structures students do not know well.</li> </ul>	<ul style="list-style-type: none"> <li>• 2nd person oral questions by teacher</li> <li>• 1st person oral answers by student interviewee</li> <li>• Stay "in bounds" with vocabulary as much as possible—use what they know</li> <li>• Teacher writes new vocabulary in TL &amp; English on board.</li> <li>• Not all vocabulary needs to be translated.</li> <li>• Vocabulary will grow organically—with more trust and comfort, new and different topics will emerge.</li> </ul>	<p><b>Body Language</b></p> <ul style="list-style-type: none"> <li>• Open, accepting</li> <li>• Pull in the rest of the class with your interest</li> <li>• Ignite attention with earnestness</li> </ul> <p><b>Oral Language</b></p> <ul style="list-style-type: none"> <li>• Don't push too hard</li> <li>• Set the hook</li> <li>• Ask follow up questions to show real interest</li> </ul> <p><b>Written Language</b></p> <ul style="list-style-type: none"> <li>• Write new words in the TL and in English on the board</li> <li>• Limit # of new words.</li> </ul>	<p><b>Body Language</b></p> <ul style="list-style-type: none"> <li>• Look for the <i>lean in</i>—this shows the interviewee is engaged.</li> </ul> <p><b>Oral Language</b></p> <ul style="list-style-type: none"> <li>• Student answers with sentences</li> <li>• "Facts" from interviewee do not have to be real—allow students to suspend reality</li> <li>• Student responds as long as comfortable—there is no set number of questions they have to answer</li> </ul>
<b>2. "Report Back" to Class</b> <i>Reporting Tips:</i> <ul style="list-style-type: none"> <li>• Repeat steps 1 &amp; 2 as often as the interest lasts</li> <li>• Stop when anyone seems bored.</li> </ul> 	<ul style="list-style-type: none"> <li>• <b>Teacher talks to class, telling them what the interviewee has just said</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher "reports back" to class after every 2-3 questions.</li> <li>• Teacher tells class what the student has just said to her.</li> <li>• Class responds appropriately to show understanding.</li> </ul>	3rd person oral statements by teacher about interviewee—students just heard the 2 <sup>nd</sup> person/first person dialogue, but here it is presented in the 3 <sup>rd</sup> person	<ul style="list-style-type: none"> <li>• Teacher shows change of perspective by changing location (<b>location #2</b>) when "reporting back" to the class</li> <li>• Use a "This just in" tone</li> <li>• Return to original interview space (<b>location #1</b>) for more questions</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen</li> <li>• Students gesture "I don't understand", "Slow down", or "Repeat" when teacher is unclear</li> <li>• Teacher's goal is to make the interview so engaging that the class <i>leans in</i>.</li> </ul>
<b>3. Verify Information</b> <i>Verifying Tips:</i> <ul style="list-style-type: none"> <li>• Act as if you need help keeping the facts straight (Columbo tactic).</li> <li>• Order of Steps 3 &amp; 4 can be swapped.</li> </ul> 	<ul style="list-style-type: none"> <li>• <b>Teacher talks with the student interviewee again</b></li> <li>• <b>Interviewee verifies statements, either with yes/no responses or full sentences</b></li> </ul>	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"> <li>• Make a few informational "mistakes" (not grammatical mistakes)</li> <li>• Allow student and/or class to correct you</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen</li> <li>• Students correct the teacher's "mistakes"</li> <li>• Teacher does not make <i>grammatical</i> mistakes.</li> <li>• Designated student may write about the interviewee.</li> </ul>
<b>4. Check Understanding</b> <i>Checking Tips:</i> <ul style="list-style-type: none"> <li>• Have a recorder tally the number of sentences the class can come up with about the interviewee.</li> <li>• Shoot for 20-30 sentences</li> </ul> 	<ul style="list-style-type: none"> <li>• <b>Teacher talks to class</b></li> <li>• <b>Ask questions about the interviewee and listen to the class to see what they understand</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students say what they have heard and understood about the interviewee to the class</li> <li>• One student records the number of sentences the class generates</li> </ul>	3rd person oral statements by students	<ul style="list-style-type: none"> <li>• Teacher listens for correct information and comprehensible language</li> <li>• Teacher may prompt or add to partially expressed facts</li> <li>• Teacher or designee may write some facts as students report</li> </ul>	<ul style="list-style-type: none"> <li>• Students say all they can remember</li> <li>• Random students around class respond in the TL</li> <li>• Encourage all to respond</li> <li>• Students recorder counts # of sentences generated</li> </ul>
<b>5. Write Notes</b> <i>Writing Tips:</i> <ul style="list-style-type: none"> <li>• The Writing step can be done the following day as a review.</li> <li>• Writing and discussing with a partner helps.</li> </ul> 	<ul style="list-style-type: none"> <li>• <b>Students talk with one another as they write.</b></li> <li>• <b>Each student writes down information about the interviewee(s) in complete sentences.</b></li> <li>• <b>Volunteer student "Graphic Artist" creates or finds images to match &amp; enhance interview</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Optimally, there is no writing by students until this step...</b> but in rowdy classes, have them write during the interview to help them focus.</li> <li>• Students brainstorm and write all the information they can remember with partner in the TL</li> </ul>	<ul style="list-style-type: none"> <li>• 3rd person written statements by students</li> <li>• First person written statements if interviewee is writing about herself</li> </ul>	Teacher observes students Answers questions, as needed	<ul style="list-style-type: none"> <li>• Students write sentences about the Special Person in the TL with a partner.</li> <li>• 20-30 sentences is a good goal</li> </ul>
<b>6. Quiz</b> <i>Quizzing Tips:</i> <ul style="list-style-type: none"> <li>• Students write sentences in the TL</li> <li>• Quizzes raise students' level of concern and encourage listening.</li> <li>• Start with one quiz over 3-5 students: 10 sentences.</li> <li>• As language ability of the class grows, the quizzes focus on fewer students.</li> <li>• Goal: 1 quiz/student, 20-30 sentences</li> </ul> 	<ul style="list-style-type: none"> <li>• <b>Students write alone about interviewee(s) for quiz.</b></li> <li>• <b>Teacher lists name(s) of interviewee(s)</b></li> <li>• <b>Give a quiz 1-2 days after an interview.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students write all the information they can remember in the TL about designated student(s)</li> <li>• No notes are used on the quiz.</li> </ul>	<ul style="list-style-type: none"> <li>• 3rd person written statements by students</li> <li>• 1st person if interviewee is on quiz</li> <li>• Students write in complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz grade is based on: A) Correct information &amp; B) Comprehensible language</li> <li>• Accurate information &amp; general comprehensibility in the TL are the goals, <u>not</u> perfect language use.</li> </ul>	<ul style="list-style-type: none"> <li>• Only facts revealed in class count on the quiz</li> <li>• Information not shared with the class is <u>not</u> valid.</li> <li>• Limit extra credit points, but encourage extra sentences. Encourage top students to "show what they know" and write more than the minimum.</li> </ul>