

## FITXA D'ACTIVITAT PROGRAMA AUXILIARS DE CONVERSA

<b>Title</b>	Podcast Language				
<b>Level</b>	2nd Year, ASCT (VET)	<b>Language</b>	English	<b>School year</b>	2020-2021
<b>Centre</b>	Institut Salvador Seguí	<b>Municipi</b>	Barcelona		
<b>Centre code</b>	08044053	<b>AT</b>	Consorci d'Educació de Barcelona		
<b>Auxiliar's name</b>	Greg Gottlieb	<b>Tutor's name</b>	Marta Parra *	* activity developed collaboratively with English teacher Cristina Palacín	

Learning objectives	Linguistic Skills (MCER)
a) Expand our vocabulary around the subjects of learning English, conducting interviews and telling stories by making both individual and collaborative vocabulary lists <span style="float: right;">(RA1.9, 3.5, 4.5, 4.8)</span>	Written Expression / Oral Expression
b) Practice asking questions using the correct grammar, while also considering the tone of the question <span style="float: right;">(RA3.2, 3.3, 3.5, 3.9)</span>	Oral Expression / Interaction
c) Explore the technique of using mind maps in developing a project outline <span style="float: right;">(RA3.2, 3.6, 3.8)</span>	Written Expression / Oral Expression / Creativity
d) Listen to the work of established content creators and summarise the principal message <span style="float: right;">(RA1.1–1.3, 1.5–1.8)</span>	Listening / Comprehension
e) Think critically about the ways in which content creators present stories and form opinions about the style/s of presentation, then respond in a short written statement <span style="float: right;">(RA1.4, 3.6, 3.8, 4.1, 4.2, 4.6, 4.8, 5.3, 5.4)</span>	Critical thinking / Written Expression
f) Take responsibility for stimulating and directing conversation in an interview style, and practice active listening while interviewing <span style="float: right;">(RA1.5, 1.6, RA3.1–3.5)</span>	Oral Expression / Listening / Interaction

Contents
<p><b>Overview</b></p> <p>We're going to start preparing to make a podcast about what it's like to learn English growing up in Catalunya. Our first task will be writing a list of interview questions that we will ask our fellow students about their own experiences with learning and speaking English.</p> <p>In today's lesson, we're going to look at what kind of language we need to make a good podcast. Here are some key questions we'll try to answer:</p> <ul style="list-style-type: none"> <li>• What is an open question? What is a closed question?</li> <li>• What do you think makes an interesting interview?</li> <li>• What are some of the skills that make a good interviewer?</li> <li>• What kinds of language do effective and engaging interviewers use?</li> <li>• How can we prepare for an interview? What would we research?</li> </ul> <p><b>Key words and phrases</b></p> <p style="text-align: center;">interview -- interviewer -- interviewee -- subject -- research -- active listening open question -- closed question -- storytelling -- storyboard</p>

### Evaluation criteria

**The student:**

- Participates actively in group discussions, demonstrating comprehension and contributing ideas and opinions (RA3)
- Completes all Worksheet activities, writing clearly and explaining their reasoning (RA4, RA5)
- Implements the discussed concepts of communication, active listening and interviewing techniques (RA1, 2, 3)
- Uses correct grammar when formulating questions (RA3)
- Speaks clearly and confidently in the practice interviews (RA3)

Activities (didactic sequence, step by step)	Organisation of students (individual, pairs, small groups, whole class...)
<p><b>INTRODUCTION</b> (10 mins)</p> <ul style="list-style-type: none"> <li>• What is the activity overview? Let's zoom out to the long goal, then zoom back in to today's tasks</li> <li>• Why are we doing this? What are we hoping to achieve?</li> <li>• We have two main ideas – podcasts and learning English. Where do they meet in this activity?</li> <li>• What will we do in class today?</li> </ul>	<p>Whole class</p>
<p><b>ACTIVITY 1 – Mind Map</b> (5 mins)</p> <p>As a whole group, let's make a quick mind map on the whiteboard of some of the key words related to making a podcast. What are the main things we would need to think about to produce a podcast?</p>	<p>Whole class</p>
<p><b>ACTIVITY 2 – Vocabulary List</b> (10 mins)</p> <p>In pairs, choose a major idea from our mind map and make a list of vocabulary related to that theme. Write down the words on your worksheet, with your name and your partner's name, then we'll share them with the whole class.</p>	<p>Pairs</p>
<p><b>ACTIVITY 3 – Listening</b> (20 mins)</p> <p>We're going to listen to the first few minutes of some podcasts with different approaches. Afterwards, we'll each write down which was our favourite and a couple of sentences about why we liked it. Try to use some of the language from our mind map and from the vocabulary lists we shared.</p>	<p>Whole class/ Individual</p>
<p><b>ACTIVITY 4 – Video</b> (15 mins)</p> <p>We'll watch a short video of <i>This American Life</i> producer Ira Glass talking about what makes good storytelling. Afterwards, we'll discuss as a whole class how we might use a podcast to tell stories about what it's like to learn English in Catalunya.</p>	<p>Whole class *</p>
<p><b>ACTIVITY 5 – Interview questions</b> (10 mins)</p> <p>We're going to make a list of questions we think might be interesting to ask our fellow students, as well as the basic questions that we need to get the interview started. We'll try to put them in an order that feels like a natural flow of conversation.</p> <p>First, let's look at a couple of webpages that present ideas about why you 'should' learn English – one from <a href="#">the blog of a language learning site</a> and one from <a href="#">a university in Mexico</a>. What do you think about these ideas? Thinking critically, what might be the motivations for each of these lists?</p>	<p>Whole class</p>

<p><b>ACTIVITY 6 – Practice interviews</b> (20 mins)</p> <p>In pairs, go to a quiet space (if possible) and record two short practice interviews, swapping roles as interviewer/ interviewee.</p> <p><b>¡REMEMBER!</b> When you're the interviewer, listen actively and be curious – respond to anything you find interesting and ask follow-up questions rather than feeling like you need to just stick to the script. Our goal should be for each of the interviews to feel unique and personal, even when we're practicing.</p> <p><b>¡REMEMBER!</b> When you're the interviewee, try to answer honestly and give yourself the freedom to tell stories, even if they're going a little bit off-topic.</p>	Pairs
<p><b>ACTIVITY 7 – Reflection</b> (10 mins)</p> <p>Give the rest of the class a brief description of what your pair's interviews were like.</p> <ul style="list-style-type: none"> <li>• Did any particularly interesting stories come up?</li> <li>• What experiences did you both have in common? What were the differences between your experiences?</li> <li>• As a whole class, are there any themes we noticed that came up across multiple interviews?</li> <li>• How could we turn these into themes that shape our interviews? What could we do to research those themes?</li> <li>• What kinds of stories could we try to tell in our podcast about what it's like to learn English growing up in Catalunya?</li> </ul>	Pairs/ Whole class
<p><b>CONCLUSION</b> (5 mins)</p> <ul style="list-style-type: none"> <li>• Would you like to make this podcast? If so, what do you think it could achieve? If not, why not?</li> <li>• How could we involve our fellow ASCT students?</li> <li>• What would the name of our podcast be?</li> </ul>	Whole class
* The activities in grey are optional, depending on the time spent on other activities and the natural flow of the lesson.	

<b>Key Competencies</b>	<p>The students put into practice each of the <b>key competencies</b> (<i>capacitats clau</i>) set out in the ASCT syllabus:</p> <ul style="list-style-type: none"> <li>• Students exercised <b>personal initiative</b> (<i>autonomia</i>) in formulating opinions and responding to written tasks, explaining and justifying their preference for one style of content delivery over another.</li> <li>• Students practiced <b>creativity</b> (<i>innovació</i>) in contributing to several group discussions, including those around generating vocabulary, content and core ideas for the activity's focus.</li> <li>• <b>Responsibility</b> and <b>organization</b> (<i>responsibilitat, organització de treball</i>) played a role in the students' contributions to the design of the ongoing project work to be continued after the activity.</li> <li>• The group activities undertaken by the students – especially the practice podcast interviews – required them to practice and develop their competencies in <b>collaborative working</b> (<i>treball en equip</i>) and to employ their <b>social skills</b> (<i>relació interpersonal</i>).</li> <li>• <b>Problem-solving</b> (<i>resolució de problemes</i>) was critical to planning the students' long-term project.</li> </ul>
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<b>Self-assessment Checklist</b>	<b>Proposal: Reading, writing in CLIL and Assessment</b>	<b>YES/NO</b>
	1. <b>Support</b> is provided to help students read and understand texts	YES
	2. <b>Before-, during- and after-</b> reading activities are prepared.	YES
	3. The materials use <b>visuals</b> to support comprehension.	YES
	4. The writing process takes place in <b>collaboration</b> with the teacher (modeling)	YES
	5. <b>Support</b> is provided to help students write (providing language patterns, vocabulary banks...)	YES
	6. The teacher uses different strategies to help <b>throughout the process</b> of reading and writing	YES
	7. The teacher has <b>previously predicted the language</b> the students will need when carrying out the different tasks successfully and, therefore, is aware of the <b>content-obligatory language</b> .	YES

<b>Resources</b>	<p><u>Podcasts:</u></p> <p><b><i>Here's the Thing with Alec Baldwin</i></b> (produced by WNYC Studios) <a href="#">Julie Andrews</a> <a href="https://www.youtube.com/watch?v=DGXjD2x5ihc">https://www.youtube.com/watch?v=DGXjD2x5ihc</a></p> <p><b><i>This American Life</i></b> (produced by WBEZ Chicago, hosted by Sarah Koenig) <a href="#">No Coincidence, No Story!</a> <a href="https://www.thisamericanlife.org/489/no-coincidence-no-story">https://www.thisamericanlife.org/489/no-coincidence-no-story</a></p> <p><b><i>Today in Focus</i></b> (produced by The Guardian, hosted by Anushka Asthana) <a href="#">Conversations with kids about coronavirus</a> <a href="https://www.theguardian.com/news/audio/2021/feb/01/conversations-with-kids-about-coronavirus-podcast">https://www.theguardian.com/news/audio/2021/feb/01/conversations-with-kids-about-coronavirus-podcast</a></p> <p><u>Videos:</u></p> <p><a href="#">Ira Glass on Storytelling 1 (The basics)</a> <a href="https://www.youtube.com/watch?v=5pF19UuC_fc">https://www.youtube.com/watch?v=5pF19UuC_fc</a></p> <p><u>Articles:</u></p> <p><a href="#">What Makes a Good Interview</a> (NPR) <a href="https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students#interviews">https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students#interviews</a></p> <p><a href="#">Want to Start a Podcast? Read this first?</a> (by Alison Macadam, for NPR) <a href="https://training.npr.org/2018/06/19/so-you-want-to-start-a-podcast-read-this-first/">https://training.npr.org/2018/06/19/so-you-want-to-start-a-podcast-read-this-first/</a></p>		
<b>Activity</b>	<p>The materials used and produced during the activity (including completed student worksheets, photos and audio from practice interviews), as well as the syllabus for the course (which lists the ASCT learning objectives and key competencies) can be found <a href="#">here</a>:</p> <p><a href="https://www.dropbox.com/sh/5vn7tkccw1z654d/AAA7JlInfAebAkEwCc5SC3MZia?dl=0">https://www.dropbox.com/sh/5vn7tkccw1z654d/AAA7JlInfAebAkEwCc5SC3MZia?dl=0</a></p>	<b>Duration</b>	1.5 hours