***Progetto Lucca***

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FASE 3 - ATTIVITÀ 3

**Students interview peers**

An English class of an upper secondary technical school – average level b oral competence – decide to interview peers in other classes to find out what they think about the introduction of a limited number of interactive boards in their school. In fact just very few classes are equipped with the board. Students wonder who is to blame for it and discuss what they believe could be done to find a reasonable solution.

All students want to have access to such innovative medium they consider of great added value to their learning progress. They are determined to prove the motivation generating value of LIM sessions. They feel confident the interactive board has an important role to play in the language learning processes as it can offer a range of activities which arise by its proper regular use.

They also point out the instrument provides stimulating and motivating participation in the classroom interaction.

The class teacher divides students into groups of four or five, each group is assigned the task of writing down a set of questions inquiring about the advantages and disadvantages of the tool, and trying to find out what other multimedia innovations their mates would introduce into the school if they were the headmasters.

The final version of the interview is the result of negotiation and cooperative interaction.

The whole procedure may vary as to time duration, anyway should not exceed two lesson periods.

The survey data are later displayed through computer diagrams and charts and presented to the fellow students and staff.

A debate follows and the outcome of opinions and proposals is reported back both in the school magazine and on the local press. The activity provides the opportunity to move from spontaneous, informal talk to formal, public speech.

**How to conduct an interview**

Your task requires to ask questions, but also to motivate those you are going to interview so as to get them involved and turn cooperative.

Therefore, after collecting plenty of information about the topic you want to discuss, you should try to discover as much as you can about the people you are going to interview in order to approach them properly. Then you draw an outline with the main questions you want to ask. If you work in pairs or in small groups, you are advised to do a first draft individually and then revise your outline together. Also a mind map could be useful as an alternative to the outline.

**Here a few tips for your outline**

* Identify the main topic and prepare questions about it;
* Prepare short, to the point questions;
* Sequence the questions so that they result logically connected and coherent with the main topic.

**Tips for students-interviewers**

* Use some politeness conventions to open up your interview, with the degree of formality or informality required by the context;
* Remember to keep eye contact and a receptive body posture;
* If the interviewed gives yes-no answers, try to help by asking why or resorting to other forms of inquiry;
* If you do not understand an answer, ask for repetition ( “Can you repeat it, please? Would you mind saying it again?”);
* If your interlocutor does not understand a question, repeat it by resorting to simpler clues, speak slowly without sounding artificial (“Shall I repeat it? Would you like for me to speak more slowly?”);
* If an answer sounds unexpected but meaningful, do not discard it but follow the “trail” with new “to the point” questions; try, however, to go back to your outline later;
* If an answer provokes a new question, not thought of before, pick up the cue and go on. Remember to go back to your outline later;
* Before closing the interview check if all the important questions have been asked, ask the interviewed if he/she feels like making some more contributions;
* Use some polite phrases to close your interview, thank your interlocutor and smile.