

LESSON 2: CULTURAL INTERVIEWS

AGE: Adult

LEVEL: Upper Intermediate

TIME: 90 minutes

LANGUAGE FOCUS: interview questions, vocabulary related to using computers

SKILLS: listening, speaking, giving and following instructions

MATERIALS: one copy of each worksheet per student, interview questions created in Compass Lesson 1, usernames and passwords for each student for the class wiki, smart phones and/or mobile devices for students to record videos

OVERVIEW: to practise interview skills, encourage cultural reflection, and create a video and class record of work



STUDENTS WILL:

- practise asking and answering questions in an interview situation
- make a film clip about their English-learning experiences
- discover how to use a class Wiki

CULTURAL INTERVIEWS

This class follows on from Compass Lesson 1. It is recommended that lessons in this series are taught in order, as Compass Lesson 2 uses questions created in Compass Lesson 1.

In this class, students make a video and upload it to a class wiki. Therefore, before the class begins it is important that the teacher sets up the class wiki. To do this, they should refer to the 'Using a class wiki' teacher's notes.

ACTIVITY 1

Students compare their culture with British culture

Ask students to work in pairs and brainstorm a list of things they associate with British culture (e.g. drinking tea, driving on the left, having a monarchy) and complete the table of similarities and differences between Britain and their country. When they have finished, conduct whole class feedback and see if students have the same or different answers.

ACTIVITY 2

Students write questions and practise interviewing each other

If the students have completed Culture Shock Lesson 1, focus their attention on the list of questions they made during lesson 1 (based on Nilson's answers). Tell them they need to adapt these questions so they are relevant to British culture and their partner's answers from Activity 1.

If students have not completed Culture Shock Lesson 1, ask them to write six to eight interview questions based on the table they created in Activity 1 (e.g. *Do you think it is better to live in a monarchy or a republic? Why?*). Tell them they have five to ten minutes to adapt or write their questions.



TEACHING TIP: Tell students that when answering interview questions they should give full, interesting answers and avoid one-word answers where possible. Yes or no answers should be followed by an explanation of the answer. Tell students to speak clearly and make eye contact with the interviewer.

While students are adapting or writing their questions, monitor carefully and note down any errors they make. Do not interrupt or correct them at this stage.

When they have finished, write any errors you noted on the board and conduct whole class feedback and error correction. Try to elicit the correct answers rather than feeding them the corrections.



TEACHING TIP: If your class contains stronger students, first ask the students to discuss in pairs what they think the errors are before conducting whole class feedback. This will prevent stronger students from dominating and give other students the opportunity to find the errors before any answers are given.

When all the questions have been correctly written down, ask students to work in pairs and ask and answer their questions. Monitor this activity carefully, paying close attention to pronunciation and encouraging students to develop their answers where possible. This is a rehearsal for them recording the video.

ACTIVITY 3

Students create a video clip similar to the clip from lesson one

Tell students they will need to use their tablet or mobile device to record their interview. Nominate one student to record and ask the questions and the other to answer, performing their interview from the previous activity on camera. Students take turns to record each other, making sure both students have enough time to answer all the questions.

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TEACHING TIP: If you have time, allow students to watch their own videos and re-record them if they find any mistakes. This activity is also a good opportunity to teach vocabulary related to recording a video.

ACTIVITY 4

Students upload their video to the class wiki

Give students the 'Introduction to the wiki' worksheet. Keep students in the same pairs as Activity 3. Before answering the discussion questions, focus students' attention on the words in bold from the worksheet. Ask if any of the students know what they mean. Elicit the answers from any stronger students or explain any words that students are unsure about.



TECH TIP: Some students will be stronger than others with technology. Ask your students whether they are good with technology and try to pair one strong student with one weaker student. If you don't have enough devices for pair work, ask students to work in fours and share devices. Make one of the stronger students group leader.

Next, ask students to discuss questions 1 and 2. You may like to conduct whole class feedback at this point if there are any students who have no previous experience of wikis.

Give each student their username and password and the name of the wiki. Talk the students through steps four to ten on the handout using their mobile devices. Though they each have their own username, they need to follow the same steps, so working together will help them. Monitor while they work and check that they are able to upload their video correctly.

ACTIVITY 5

Students watch each other's video and discuss the most interesting answers.

Once all the recordings have been recorded and uploaded, it is time for the students to watch each other's recordings. Let each group watch the other recordings and ask them to discuss which answers they found the most interesting. Was anything similar to their answers? What were the biggest differences? Did they understand both the interviewer and the interviewee clearly? Which questions did they find most interesting? Conduct whole class feedback.



TEACHING TIP: Asking students to tell you about their classmates provides a good opportunity for a reporting stage in which you can introduce various reporting verbs and reported speech. Students often struggle with back-shifting grammar, but use this opportunity to focus on students' accuracy as they report on their discussions. Responding to student language errors is an important element of TBL, as it addresses the issue of developing accuracy and fluency at the same time.

ACTIVITY 6

Students discuss questions of culture and how they can better learn about new cultures

Ask students to look at the photos and discuss what areas of cultures they represent. Ask students to work in pairs or small groups and answer the questions.

Tell them to brainstorm some ideas for each question. Give them time to discuss, then elicit their ideas in whole class feedback. You could make a mind map on the board.

To help generate further discussion, you could write the following points on the board and encourage students to give their opinion and make comparisons with their own culture where appropriate.

- * English is an international language, used for wider communication: greater awareness of cultural differences increases chances of understanding peoples' use of language.
- * Offense, in any given situation, is less likely if you are aware that your (culturally influenced) behaviour is not the only (right) way of behaving. For this, greater awareness of the influence that culture has on behaviour is helpful.
- * Developing English language skills will help you make the most of time spent visiting English-speaking countries.
- * It will help you communicate more successfully with English-users from a range of backgrounds.
- * It will help you gain knowledge of a range of directly useful language.

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ACTIVITY 7

Students discuss the ways they can get the most out of this course

Ask students to work in their small groups and discuss the question. As the topic relates to student involvement and motivation there may be a wide variety of answers. If possible, ensure the following ideas are discussed:

- * high levels of participation
- * motivation
- * cooperation

ACTIVITY 8

Students review their progress and clarify their learner aims

Ask students to work in small groups and look at the checklist to evaluate their progress over the first two lessons. Monitor while they discuss the statements, and if any students are lacking confidence offer help and encourage peer-to-peer guidance.

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ACTIVITY 1

What do you know about British culture? How does it compare with the culture of your country? Work with a partner and make a list of similarities and differences. Use the photos to help you and write your ideas in the table below.

British culture vs my culture	
similarities	differences

When you have completed the table, compare your answers with your partner then discuss as a class.

ACTIVITY 2



Look at the list of interview questions you made in Lesson 1: Culture Shock. Using your partners' answers from Activity 1, adapt your questions so they are relevant to your partner and their knowledge and experience of Britain.

If you do not have a list of questions from Lesson 1, use the information from the table from Activity 1 and write six to eight questions for your partner.

With your partner, take it in turns to ask and answer the questions and ask follow-up questions where relevant to find out more.

Whose country do you think is the most different from Britain?

ACTIVITY 3

You are going to record an interview with your partner using your mobile device or tablet. One student should record the interview and ask questions while the other should answer. Make sure you both have the chance to answer some questions.

ACTIVITY 4



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Upload your interviews onto the class wiki. Your teacher will help you using the 'Introduction to the wiki' worksheet.

ACTIVITY 5

With your group, watch some of the recordings that the other groups have made. Discuss the following questions:

- * Whose country and culture do you think is the most different from Britain and British culture? Why?
- * What do you think is the most interesting thing about each recording?

ACTIVITY 6

Look at the photos below. What areas of culture do you think they represent?



1. Why do you think it is useful and important to learn about different cultures?
2. What are the best ways to find out about the culture of another country?
3. Are there any areas of British culture that you would like your culture to adopt?
4. What areas of your country's culture are you most proud of?
5. Why is it so important for people to learn English and be aware of British culture these days?

ACTIVITY 7

This course is all about culture and learning to interact with new cultures. How can you maximize what you can learn from this course?

Share your ideas with your group.

ACTIVITY 8

Having completed Compass lessons 1 & 2, I can:

- talk about my culture and the culture of other countries.
- talk about the similarities and differences between cultures.
- describe the experiences of moving to a new country.
- create questions about the experience of moving to a new country.
- make a film clip about a cultural experience.
- use the class wiki.