Mock Interview Podcast
Grade 8 FSL
by Leanne Gabriele

This experiential learning opportunity allows second language learners to practice multiple literacies - media literacy, French language literacy, listening, speaking and writing.

Students will gain proficiency in conducting mock interviews through Audacity for podcasting, fostering critical thinking for idea generation, information gathering, and content organization. The emphasis is on clear communication, audience consideration, and proper language usage. As well, they will reflect on disparities between written and oral interviews, deepening their grasp of the medium while acquiring practical skills in interview composition and podcast production. This approach enhances critical thinking, communication, and reflective abilities.

Leanne reflects on this lesson at the end of this lesson plan.*

Subject: **French**
Lesson Topic: **Mock Interview with a Famous Person - Podcast Using Audacity**
Period Time: **8 Periods**

1.Lesson Learning Goal(s): What do I want students to know and be able to do?

<u>Knowledge and Understanding</u>: Students will demonstrate a thorough knowledge and understanding of how to write and conduct a mock interview of a famous person of their choosing using 'Audacity' to create a podcast.
<u>Thinking</u>: Students will be able to generate ideas, brainstorm, gather information, form conclusions and organize their written work before conducting the interview. Students will organize their material appropriately to align with the podcast medium.
<u>Communication</u>: Students will consider their intended and unintended audience while being able to organize and express their ideas and understanding, in both written and oral form. Students will use correct vocabulary, verb tense and word order, as well as clear expression when presenting. Students will use Audacity appropriately and effectively.
<u>Application</u>: Students will reflect on differences in mediums by making connections between the printed version of their interview and the final oral version.

Materials needed: Computer, microphone

2. Setting the Stage:

1. Have students listen to a podcast in which a famous person is being interviewed in both French and English.
2. Explain they will be creating their own 'podcasts' in French by conducting mock interviews of a famous person of their choosing and that they will be using Audacity for the podcast.
3. Have students watch a youtube video on how to use 'Audacity'. Provide tips such as slowing down or speeding up the video or tracking instructions in the transcript.
4. Explain they will be creating (in groups) a step-by-step tutorial (using Google Slides), on how to perform specific tasks in Audacity (each group will be given a specific task). This could include, but is not limited to, editing audio, adding effects, or exporting files.

3. Core Learning Activity:

- After listening to a sample podcast, ask, 'What is a podcast'?
- Talk about why people might be interested in listening to interviews of famous people.
- Discuss what might make a good 'question' when interviewing someone. Also discuss what kinds of questions to avoid and why.
- Ask the students to consider the 'purpose' of their podcast and who their intended 'audience' may be (perhaps considering the famous person they have chosen). Discuss how to tailor their content to their intended audience so that it is interesting and their listeners won't 'tune out'.
- Co-create the success criteria for the rubric for the mock interview.
- Ask students to consider what French vocabulary or verbs they may need to successfully plan and produce their mock interview of a famous person.
- Explain they will maintain a journal where they reflect on their learning process about Audacity, challenges faced, and strategies used to overcome them.
- Students will create their Google Slides on how to use Audacity.
- Interview Preparation: Students will conduct mock interviews (in English). First, they will be asked questions related to Audacity. This will assess their ability to recall information they have learned. Secondly, they will practice interviewing their famous person. Classmates will listen to each other's mock

interviews and provide constructive feedback related to the interview. For example, was the content informative or did the interview have good pacing? They can also consider aspects such as clarity, audience engagement and the effectiveness of responses.

- Finally, students will record their podcasts in French.

<u>Lesson Consolidation/Debriefing with Students</u>:

Self-Reflection Podcast Episode: Students will create a follow-up podcast episode where they reflect on their mock interview experience (both the interview and using Audacity). They will discuss what went well, areas for improvement, and strategies for improving both their interview skills and computer skills. They will also share their thoughts about an alternative medium such as a youtube video or an interview in print. I will evaluate the depth of their reflection, self-awareness, and the ability to identify concrete steps for improvement.

4. **Assessment:**

Indicator(s) of Lesson Learning Goals:
I will know students have understood their lesson learning goals when they are able to write, revise and conduct their mock interviews in French using 'Audacity' for the podcast.

Assessment Strategies and Tools:

<u>For Learning</u>:   (see Ontario's <u>Growing Success</u> document)

- Step-by-Step Tutorial: In groups, students will create a step-by-step tutorial using Google Slides, explaining how to perform specific tasks in Audacity (each group will be given a specific task). This could include but is not limited to editing audio, adding effects, or exporting files.

- Co-create the success criteria for the rubric that covers key interview skills such as communication, articulation and pacing

<u>As Learning</u>:

- **Reflection Journals:** Students will maintain a journal where they reflect on their learning process about Audacity, challenges faced, and strategies used to overcome them. I will be monitoring their journals and just checking that they know how to use *Audacity* so that we can proceed. If they are struggling here, we will have to focus on learning the program before we can proceed with the interviews. I will also listen to their mock interviews in English so that I can know whether or not they are on the right track with their interview questions. For example, *are their questions concise and engaging?* The challenge and main purpose of this lesson for me is to have them a) learn how to use *Audacity* and b) write and speak in French.

- **Interview Preparation:** Students will conduct mock interviews (in English) where they are asked questions related to *Audacity*. This will assess their ability to recall information they have learned, and to communicate effectively. Classmates will listen to each other's mock interviews and provide constructive feedback related to the interview. For example, *was the content informative or did the interview have good pacing*? They can also consider aspects such as clarity, engagement and the effectiveness of responses. I will be observing them and providing oral feedback on their mock interviews in English. I will be monitoring their journals

Of Learning:

- **Self-Reflection Podcast Episode:** Ask students to create a follow-up podcast episode where they reflect on their mock interview experience (both the interview and using *Audacity*). They will discuss what went well, areas for improvement, and strategies for improving both their interview skills and computer skills. I will evaluate the depth of their reflection, self-awareness, and the ability to identify concrete steps for improvement.

5. **Differentiated Instruction:**

Accommodations and/or modifications: Students can write a simplified interview (for example, less questions) and use their computer's voice recorder in lieu of *Audacity*.

6. **Relevant ML Key Concepts:**

Key Concept #1: Media construct reality.
Key Concept #2: Media construct versions of reality.
Key Concept #3: Audiences negotiate meaning.
Key Concept #5: Media communicate values messages.
Key Concept #6: Media communicate political and social messages.
Key Concept #7: Form and Content are closely related in each medium.

7. **Curriculum Expectations met through this lesson:**
Ontario French Curriculum Link:
https://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf

French Overall Expectations:
B1. Speaking to Communicate: Communicate information and ideas orally in French, using a variety of speaking strategies and age and grade appropriate language suited to the purpose and audience.
D1. Purpose, Audience, and Form: Write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level.
D2. The Writing Process: Use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively.

French Specific Expectations:
B1.2 Producing Oral Communications: Produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support.
D1.2 Writing in a Variety of Forms: Write a variety of age and grade appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form.
D1.3 Applying Language Conventions: Communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation.
D2.1 Generating, Developing, and Organizing Content: Generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources.
D2.2 Drafting and Revising: plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies.

Language Overall Expectations:

A2. Digital Media Literacy: Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media.

Language Specific Expectations:

A2.4 Evaluate the use of the various forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts.

A2.5 Demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production.

***A Personal Reflection on Challenges:**

Several personal challenges emerged for Leanne. First, mastering the intricacies of 'Audacity' proved to be a learning curve, requiring perseverance. As well, sourcing a high-quality microphone is essential for ensuring the clarity of student podcasts, adding an extra layer of preparation. Finding a suitable, quiet recording space amidst the hustle and bustle of the school environment also presented logistical hurdles. Finally, motivating students to conduct interviews in French demanded creative strategies and ongoing encouragement to build confidence in language skills.

However, she felt that navigating through these challenges fostered her professional growth and enriched her overall teaching experience as well as the learning of her students.