

Mobile Learning Scenarios

Title: <i>Conducting a Job Interview</i>	School: Georg-Christoph-Lichtenberg-Schule KS Subject: English
Picture/ Photo:	Type of School/ Learner Group: grammar school / high school year 9 age: 14-16 12 boys, 16 girls average level of motivation, a little lower for most boys, often the students lack vocabulary and grammatical structures in order to express themselves the topic "The World of Work" was especially interesting to the students as they had to do a three-week internship before we worked on the topic all students have their own smartphone and can handle easy applications on the iPad such as doing research on the internet, using keynote and using the camera)
Description (supporting the title): <p>During this unit the students had to conduct a job interview in English (5-7 minutes) and to revise and improve it in a second go. They were supposed to use vocabulary and phrases from the topic "The World of Work" that we had worked on before, mainly by working with the textbook. In addition, the students had to evaluate another group's performance in the interview and to give them feedback with the help of a feedback sheet which the two groups had to develop together beforehand. Based on this feedback, the students had to conduct a second improved version of the interview. Both versions were filmed with the iPad so that they could be watched and evaluated several times, especially by the interview partners themselves.</p> <p>As preparation the students had each chosen a summer job from a choice of four job descriptions of summer jobs for students and they had written a letter of application for the respective job. In groups of four, consisting of two pairs, the students drafted a script for an interview based on the vocabulary from the textbook and on a worksheet with phrases and possible questions for the applicant and the interviewer. Next, each group designed a feedback questionnaire together which included linguistic, meta-linguistic and factual criteria. Each pair then worked on their interview, based on the respective job description. The decision who wanted be the interviewer and the applicant was left to the students.</p> <p>The students were not allowed to read out the scripted interview or to learn it by heart during the recording but they could use their notes, e.g. the job description. The two pairs recorded each others' first go at the interview with the iPad, each group being in a classroom of their own. They then watched both interviews on the iPad and filled in the feedback questionnaire for the other pair. The interviews were saved on youtube, only being accessible to the group and the teacher who could later watch all interviews and give feedback, too. In the second attempt the students had to revise and improve their interviews based on the feedback questionnaire the other pair had filled in and considering the teacher's feedback as well as their own ideas. After that the students recorded the second version of the interview.</p> <p>Finally, we watched three examples of a first and second version of the interviews together and evaluated the degree of improvement they showed.</p> <p>media: 7 iPads (1 per group of 4), camera-app</p>	

Learning outcomes

the students can use the iPad-camera and make a short video with it
the students can conduct a short job interview in English after having prepared for this
the students can evaluate their own performance and that of another pair by using a feedback questionnaire that they designed themselves
the students can improve their performance in a second attempt based on the evaluation given

Preparation

see above (description)

It is recommended that each group has a room of its own when recording the interviews as background noises impair the quality of the recording.

Realisation (step by step)

see above (description) & instructions for students (worksheet attached)

Opportunities 😊

It was especially interesting and instructive for the students to act in front of a camera and to see themselves and watch their own body language on video.

The students approved of the possibility not to be graded right away, but to have a second chance. Especially those students who hardly ever volunteer or participate in spontaneous discussions could present their abilities in a private environment.

Challenges (tips) 😞

Die von den Schülern erstellten Feedbackbögen waren zum Teil sehr einfach. Hier benötigen Schüler mehr Hilfe, welche Kriterien sie berücksichtigen sollten. Andererseits dürfen die Bögen nicht zu detailliert sein.

The feedback questionnaires that the students designed were sometimes rather simple. Students need more help with that. However, there shouldn't be too many criteria either..

Some pairs could not compare the two versions of their interview because they did not come up with much in the first go (laughing and fooling around in front of the camera). To prevent this, the teacher must support less disciplined and weaker students in a greater extent while still watching all 7 groups. With some very good groups the problem was that there was not much to improve in the second go.

Even though they were not supposed to, some students learned their interview scripts more or less by heart. In order to prevent this, one could hand out role cards with new questions that the students have to react to spontaneously.

Task:

Script and act out a job interview for a summer job in an English speaking country.

Description:

Over the next few weeks we will work on improving your speaking skills. With a partner you will have to **prepare and to act out a job interview** for the summer job that you have chosen and to record it with the help of an iPad. The interview should take between 5 and 7 minutes. One partner will be the applicant, the other one will be the interviewer. Another pair will then watch your recorded interview and **give feedback**. In turn, you have to do the same with your partners' recording. In order to do this, the two pairs must **develop a feedback questionnaire** together beforehand. With the help of the feedback, you will work on your performance and do a second recording of the interview, which **must show some improvement** in several fields (e.g. pronunciation, body language). The following timetable gives you an overview of what you have to do when. The **final deadlines MUST be kept**, but you are flexible with homework.

Time schedule:

November 21 st :	planning, finding a partner and a group to work with group work: collecting phrases for a job interview (applicant and interviewer)
our HW:	
November 26 th :	group work: developing criteria for evaluation and feedback (questionnaire) pair work: choosing roles (applicant or interviewer), taking notes for the interview
our HW:	finish questionnaire
November 27 th :	hand in group's questionnaire , working on text for interview trying out iPads in groups
our HW:	prepare yourself for the interview (use notes only, don't read the text out nor learn it by heart)
November 28 th : (double period)	acting out and filming interviews with iPads – first version , watching and evaluating your interviews with help of questionnaire, hand in first version to teacher
our HW:	
December 3 rd : (double period)	revising interviews on basis of feedback acting out and filming interviews – final version
our HW:	
December 5 th : (double period)	watching and evaluating your partners' interviews, group evaluation of interviews hand in both versions of interview & filled in feedback questionnaires